December 19, 2024

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

The Honorable Ben Barnes
Chair, Appropriations Committee
Maryland House of Delegates
House Office Building, Room 121
6 Bladen Street
Annapolis, MD 21401
RE: Report Required by Maryland Education Code § 16-505.2 SB 667/Ch. 49, 2023 (MSAR#14950)

Dear Chairman Guzzone and Chairman Barnes:

The Maryland Education Code, § 16-505.2, entitled "Report on progress in implementing duties and responsibilities of Board of Trustees" requires the Baltimore City Community College Board of Trustees to "report to the Governor and, in accordance with § 2-1257 of the State Government Article, to the Senate Education, Energy, and the Environment Committee and the House Appropriations Committee of the General Assembly regarding its progress in implementing the duties and responsibilities listed under § 16-505(c) of this subtitle." Section 16-505(c) of the Education Article is known as the realignment.

The Joint Chairmen's Report on Fiscal Year 2024 State Operating Budget 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."

Enclosed is BCCC's Realignment Plan Status Update. The legislatively mandated realignment continues to be central to the College's operational change and strengthening of infrastructure. To demonstrate how the College has been addressing each Realignment Task throughout the year, College leadership has compiled the Realignment Task Status Updates provided to the BCCC Board of Trustees each month. Corresponding exhibits support the status update narrative.

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

Sincerely,

Debra L. McCurdy, PhD
President

Baltimore City Community College Realignment Plan Status Update
Report Required by Maryland Education Code § 16-505.2 SB 667/Ch. 49, 2023 (MSAR#14950)

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Baltimore City Community College
Final Version
December 19, 2024

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## CHARGE

The Maryland Education Code, § 16-505.2, entitled "Report on progress in implementing duties and responsibilities of Board of Trustees" requires the Baltimore City Community College Board of Trustees to "report to the Governor and, in accordance with § 2-1257 of the State Government Article, to the Senate Education, Energy, and the Environment Committee and the House Appropriations Committee of the General Assembly regarding its progress in implementing the duties and responsibilities listed under § 16-505(c) of this subtitle." Section 16-505(c) of the Education Article is known as the realignment.

The President and her Cabinet continue to lead the execution of the Realignment Tasks in accordance with their areas of expertise and oversight, and in collaboration with all divisions of the College. The following narratives for each Realignment Task were written in that spirit.

## REALIGNMENT TASK 1

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

### School of Nursing & Health Professions (SNHP)

The School of Nursing and Health Professions (SNHP) is comprised of seven degree programs and three certificate programs which include the following:

Associate Degree Programs

- Dental Hygiene (AAS)
- Emergency Medical Services (AAS)
- Health Information Technology (AAS)
- Physical Therapist Assistant (AAS)
- Nursing (AS)
- Respiratory Care (AAS)
- Surgical Technology (AAS)

Certificate Programs

- Coding Specialist
- Emergency Medical Services
- Practical Nursing

SNHP drafted several reports due to programmatic accreditors for the various programs listed below.

***Nursing***
The Nursing program drafted annual reports for the Maryland Board of Nursing for the Nursing Degree and Practical Nursing programs and submitted the information on January 31, 2024. These reports contained data about student enrollment, retention, completion, and placement. The data also included faculty headcount and professional credentials. Action plans were included in the reports to show the program intends to comply with the established Standards. (1.1 MBON Annual Report PNU; 1.2- MBON Annual Report NUR)

The program also submitted the Self-Study report for the Accreditation Commission for Education in Nursing (ACEN), February 6, 2024. Prior to the Nursing accreditation site visit, the College spent a substantial amount of money, $427,178.53 on the replacement of outdated equipment including beds, cribs, and mannequins (1.3- Purchase Orders for Nursing Equipment). Replacing the outdated equipment will enhance and improve the student experience in Nursing simulation labs and ensure students have access to up-to-date equipment. The state-of-the-art equipment exposes students to essential skills for occupational licensure. The Nursing program accreditation site visit by the Accreditation Commission for Education in Nursing (ACEN) and the Maryland Board of Nursing (MBON) was conducted March 19-21, 2024 (1.4 ACEN Continuing Accreditation Site Visit Agenda).

During the site visit the visiting teams met with faculty, staff, and administrators to verify and confirm information and evidence submitted as part of the Self-Study. The site visit concluded with an exit visit and read out from ACEN and MBON regarding preliminary findings, recommendations, and next steps. During the meeting in September 2024, the Board of Commissioners granted Continuing Accreditation with Conditions for two years to the associate nursing program and requested that a Follow-up Report be

submitted six weeks prior to a Follow-Up Visit, as the program is in non-compliance with Standard 2: Faculty and Standard 5: Outcomes. The Follow-up Visit will be conducted in the Spring 2026 Accreditation Cycle. If the Board grants continuing accreditation following the review of the Follow-up Report and the Follow-up Visit, the next evaluation visit will be scheduled for Spring 2032.(1.5- ACEN Baltimore City Community College Action Letter Accreditation Site Visit)

The Nursing program drafted responses to the Maryland Board of Nursing (MBON) post-visit report (1.6), which was due to the programmatic accreditor on June 13, 2024 (1.7- Action Plan Report to MBON) The program met with select members of the Academic Affairs leadership team and the Office of Institutional Effectiveness, Research, and planning as part of the required internal review process. During the review process, the responses and applicable evidentiary documents and attachments were also reviewed.

The Associate Degree Nursing Program employs nursing faculty who are academically, experientially, and professionally qualified to teach and ensure the achievement of the student learning and program outcomes. All Nursing faculty meet the educational requirements as outlined in the State of Maryland regulations governing registered nurse educational programs. Qualifications for teaching nursing in the State of Maryland are included in The Nurse Practice Act, 2022 Faculty and Clinical Instructors. All adjunct faculty hold a degree in nursing at or above the baccalaureate level. All adjunct nursing faculty are in educational and clinical experience compliance with the Nurse Practice Act. Adjunct nurse faculty are educationally and clinically experienced in their nursing specialty area to provide safe and effective clinical teaching.

Communities of interest have input into program processes and decision-making through clinical agencies, employers of graduates, current students, alumni, educational partners and the Nursing Advisory Committee. Communities of interest include Maryland Board of Nursing (MBON), Accreditation Committee for Education in Nursing (ACEN), the students, articulated academic partners, and clinical affiliates. The nursing program is served by an Advisory Committee whose membership includes graduates from the nursing program, nurse administrators, registered nurses, and community leaders. Feedback, as well as recommendations and suggestions from the Nursing Advisory Committee, is valued and utilized for evaluation of the program. The Nursing Advisory Committee meets twice a year to advise the faculty of changes in healthcare and the impact of these changes on the Nursing Program's curriculum. Clinical affiliates provide professional relationships within the community and promote student access to a variety of excellent educational experiences, enhancing the profession, and providing service to the community. These relationships are recorded in clinical agency agreements, RN-BSN articulation agreements, community service projects, and state-wide consortia for simulation.

***Dental Hygiene***

The Commission on Dental Accreditation (CODA) progress report for the Dental Hygiene program was submitted on December 6, 2023 (1.8- Baltimore City Community College - Response to Factual Report). The program continues to make changes based on recommendations outlined in the progress report.

Recommendation #1

It is recommended that the program demonstrate its effectiveness using a formal and ongoing planning and assessment process that is systematically documented by: e) use of the outcomes assessment results for annual program improvement and reevaluation of program goals. (DH Standard 1-1 e)

- In response to recommendation 1, Program Review and Evaluation (PRE) is an institutional process delegated by the Faculty Senate to the Program Review Evaluation Committee (PREC) and approved by the Board of Trustees. Degree and Certificate Programs are reviewed on a five-

year cycle. In addition to the institutional program review and evaluation process, Student Learning Outcomes Assessment (SLOA) occurs at the end of each semester. Collaboration between faculty and administrative leadership across the institution supports the Program in maintaining competitive academic offerings, quality curricula, innovative teaching, and relevant services.

Recommendation #2
It is recommended that the program administrator have the authority and responsibility necessary to fulfill program goals including f) input into the budget preparation and fiscal administration. (DH Standard 3-4, f)

- In response to recommendation 2, the Program Planning and Budget Guidelines are provided to program administrators and require comparable data and systematic integration for monitoring, evaluating, and targeting goals and priorities. Resource allocation is a direct consequence of program planning and assessment. The program budget process is part of the annual program review and assists with the preparation for making the rationale and equitable program budget requests. There are four levels of the process — Department, School/Division, Cabinet, and President. The divisional Dean is responsible for the development of the school/division's proposed plans and budgets, with active participation from the department chair/program coordinators.

Recommendation #3
It is recommended that all dental hygiene program faculty members have a) current knowledge of the specific subjects they are teaching. b) documented background in current educational methodology concepts consistent with teaching assignments. (DH Standard 3-6, a and b)

- In response to recommendation 3, All faculty teaching courses DHE 151L- Clinical Dental Hygiene I and DHE 251L- Clinical Dental Hygiene III have completed courses that pertain to clinical instruction as well as educational methodology courses that are applicable to their clinical teaching assignments. Biosketches were provided for faculty teaching in the Dental Hygiene program.

Recommendation #4
It is recommended that the dental hygiene facilities include the following: a) sufficient clinical facility with clinical stations for students including an area that accommodates a full range of operator movement and opportunity for proper instructor supervision. (DH Standard 4-1, a) The Commission reviewed quotes from January 2022 for operatory renovation and potential redesign of the clinic layout and relocation of equipment.

In response to recommendation 4, the Fire Department of City of Baltimore conducted institutional inspection and issued a certificate of occupancy allowing public assembly/capacity of twenty-five (25) in the Dental Hygiene Clinic, twenty (20) in the dental laboratory, and fifteen (15) in the radiology area. With the current enrollments, the number of students attending clinic, laboratory, and radiology sessions are well under the allowed capacity during any given scheduled course meeting.

Pursuant to CODA's recommendation about facility improvements, BCCC's administration hired Colimore Associates (Architecture Company) to design the renovations to the current Dental Hygiene Clinical and Radiology areas. After reviewing various plans, BCCC has decided to adopt a floor plan that will ascertain accommodation of a full range of operator movement and opportunity for proper instructor

supervision in a vacant state. The anticipated start date for the renovation was May 15, 2024, and proceed for approximately six months.

The renovated areas will have sufficient space for sixteen (16) new dental chairs (at least six (6)feet apart from each other) and six (6) radiology areas. T-wall sinks will be installed to replace the current sinks that are not conducive to clinical instruction and practice.

Due to the construction/renovation of the clinical facilities, the institution is seeking to partner with the neighboring institutions that have dental programs to allow students to participate in uninterrupted clinical instruction.

At the February 1, 2024, meeting, the Commission on Dental Accreditation (CODA) granted the dental hygiene program the accreditation status of "approval without reporting requirements. The next site visit is scheduled for 2030. Below is a summary of actions and additional information.

***Dental Hygiene Progress Report***
The Commission considered the November 2023 progress report on the dental hygiene program. Following careful review of the information provided, the Commission determined that the recommendations cited in the site visit report adopted August 10, 2023, have been met and adopted a resolution to change the program's accreditation status to "approval without reporting requirements." No additional information is requested from the program at this time. The next site visit for the program is scheduled for 2030. (1-9- Baltimore City Community College Trans Letter)

***Dental Hygiene Program Change***
The Commission considered the November 2023 report describing a retroactive program change for the dental hygiene program. The Commission noted that the report describes several changes to the dental hygiene curriculum.

*Retroactive Changes*

- Removing of two (2) learning outcomes from DHE 110 Oral Radiology course, related to having students successfully complete conventional Full-Mouth Series (FMS) of radiographs with 80% proficiency and determining processing errors when taking a conventional FMS on a patient in the Radiology Lab, and having students complete conventional radiographs of patients in clinic be replaced with digital radiographs. The program is implementing this change in Spring 2024.

- Incorporating prescription writing into the course DHE 231 Pharmacology. The Maryland State Board of Dental Examiners has extended the scope of practice for dental hygienists related to writing prescriptions for dental hygiene related medications. The program implemented this change in Fall 2023.

- Adjustment to the number of clinic points students must obtain in clinic courses DHE 151L Clinical Dental Hygiene I, DHE 250L Clinical Dental Hygiene II, and DHE 251L Clinical Dental Hygiene III. The program is implementing this change in Spring 2024

Two additional practice sites were added for students to complete required field site hours. The Adventure Dental and Chase Brexton Health Care agreements were approved and executed. Before executing the two new sites, the field site locations available to students also hosted students from other dental hygiene programs in addition to hosting students from Baltimore City Community College (BCCC). This limited

the available days and times BCCCs students could complete clinical hours. Chase Brexton Health Care and Adventure Dental are practices with multiple locations in the Baltimore area. Students completing hours in either office have the opportunity and experience of treating pediatric patients and patients with special needs, consistent with information taught in the dental hygiene clinical courses. Another advantage of adding the additional dental practices is each location has more available space and time.

***Emergency Medical Services Program (EMS)***

The Emergency Medical Services program received written notification from its accreditor, Committee on Accreditation of Educational Programs (CoAEMSP) for the Emergency Medical Services Professions. The program was placed on probation and was required to submit a progress report to CoAEMSP by June 1, 2024. The program received two citations which are outlined below.

- III.B.1.a. Resources - Program Director Responsibilities
  The program director must be responsible for all aspects of the program, including, but not limited to:
  6) the orientation/training and supervision of clinical and field internship preceptors

- III.C.1. Resources – Curriculum

- The curriculum must ensure the achievement of program goals and learning domains. Instruction must be an appropriate sequence of classroom, laboratory, clinical/field experience, and field internship activities. Progression of learning must be didactic/laboratory integrated with or followed by clinical/field experience followed by the capstone field internship, which must occur after all core didactic, laboratory, and clinical experience. Instruction must be based on clearly written course syllabi that include course description, course objectives, methods of evaluation, topic outline, and competencies required for graduation. The program must demonstrate by comparison that the curriculum offered meets or exceeds the content and competency of the latest edition of the National EMS Education Standards.

The program submitted a progress report to the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP) (1-10- Baltimore City Community College Response to CoAEMSP). The report was prepared in response to a written correspondence from the accreditor notifying the program of its probationary status. Based on CoAEMSP requirements, students enrolled in the program received written notification of the program's probationary status and College publications were also updated to reflect the probationary status. As a result of the change in the program's status, the Middle States Commission on Higher Education (MSCHE) requested the College to submit a Supplemental Information Report (SIR) related to CoAEMSP action on accreditation. The EMS program staff, select Academic Affairs leadership team members, worked collaboratively with the Office of Institutional Effectiveness, Research, and Planning to collect information and draft the SIR for submission in September 2024. Since that time the program's probationary status was removed in response to the information that was submitted to the programmatic accreditor, CoAEMSP. (1.11- EMS CAAHEP APPROVAL)

The program also completed its accreditation (CoAEMSP) annual report that was due on May 15, 2024. The final stage of validating the data was also completed ahead of the internal review process and submission to the programmatic accreditor.

***Health Information Technology***

The Health Information Technology (HIT) program completed the annual report for the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) (1.12- CAHIIM Annual Report). The purpose of the report is to assess the program from the perspective of different metrics commonly used in education. The data allows the program to reflect on the effectiveness related to retaining students once enrolled and the ability of graduates to successfully complete a credentialing examination and obtain a position in the profession. The report also provided an opportunity to analyze the feedback from graduates and employers on whether both parties viewed the education provided as adequate to prepare the individual as a competent provider to enter the profession. The results are used to make necessary changes in areas such as screening, orientation of new students, educational delivery methods, student assessment.

On October 23, 2024, the HIT program received a continuing accreditation notification from the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The message stated:

"The degree program offered by your institution has completed the most recent Annual Program Assessment Report as required by the CAHIIM Accreditation Standard(s). The report was accepted as submitted and the program remains in good standing and will maintain accreditation. The Commission recognizes you and your colleagues for your commitment to continuous quality improvement in higher education as demonstrated by your participation in program accreditation."

***Physical Therapy Assistant***

The Physical Therapy Assistant (PTA) annual accreditation report was submitted on December 1, 2023, to the Commission on Accreditation in Physical Therapy Education (CAPTE) (1.13- CAPTE Program AAR 2023). Accredited programs are required to submit an Annual Accreditation Report. The report captures comprehensive program data and is used for program review. Currently, the program is in full compliance with the accreditation Standards.

***Respiratory Care***

The Respiratory Care (RSC) program completed and submitted it's annual reports to the Commission of Accreditation for Respiratory Care (CoARC) on June 30, 2024. The reports contained data related to:

a. Students (enrollments, completion, licensure pass rates)
b. Faculty (full and part-time numbers, credentials held)
c. Student Learning Outcomes data and assessment

CoARC sent a letter in August 2024 (1.14- CoARC Letter), stating "Based on the outcomes you reported, your program has met or exceeded all currently set "thresholds" for success on each of the required outcome measures."

***Surgical Technologist***

The Surgical Technologist (SGT), program completed and submitted annual reports to the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The report contained data related to student enrollment, learning outcomes and assessment, degree completion, licensure pass rates, and faculty credentials. Program is in compliance with the accreditation Standards.

**School of Business, Science, Technology, Engineering, and Mathematics (BSTEM)**

***Business and Technology***

The Business and Technology unit drafted the Self-Study for the Council for Business Schools and Programs (ACBSP) required for programmatic reaffirmation. Team leads comprised of Business and

Technology Program Coordinators and full-time teaching faculty provided oversight to members of each of the working groups. The report provided responses and evidence required to show program compliance with the seven Standards established by the accreditor. The accreditation activities were a collaborative effort between Business and Technology, the Office of the President, Institutional Research, Academic Affairs leadership team, and Cabinet members. The team leads and working groups gathered evidentiary documents to support the information provided in the report. The ACBSP Self-study Report and evidence were submitted on July 15, 2024, following the required internal review process that all external reports must undergo before submitting to external entities. Following the site visit, the visiting team conducted an exit interview with the Office of the President, BCCC ACBSP Co-champions, and a member of the Academic Leadership team. The team discussed their findings including program strengths and opportunities for improvement.

In the Business and Technology department, BUA 100 Introduction to Business was extensively revamped to meet the ACBSP accreditation requirements, program learning outcomes, and align with the Open Educational Resource standards. (1.15- BUA 100 Syllabus)

With the BCCC upgrade from Office 2016 to Office 365/2021 in Fall 2023, it became necessary to update the content and modality of the BUA 112 Computers for Business Management. Proficiency in tools such as Microsoft Word, Excel, PowerPoint, and Access is crucial for various professional roles. BUA 112 fulfills the College's computer literacy graduation requirement and is a foundational requirement for students pursuing degrees in Business Administration, Management, Marketing, and Accounting. The skills acquired in BUA112 are directly relevant to the modern workforce, equipping students with essential competencies in technology and software applications. The knowledge gained in this revised course will be applicable in other college courses across disciplines, enhancing overall academic performance. (1.16- BUA 112 Syllabus)

Historically, the pass rate for CLT100 Computer Literacy has been abysmally low making this redesign a critical priority. The CLT100 Curriculum Redesign Team began meeting in Fall 2023 with the goal of evaluating and revising the existing curriculum to better achieve the course's student learning outcomes. (1.17- CLT 100 Syllabus)

The team worked collaboratively on several updates to the curriculum, as outlined below:

1. The course learning outcomes were revised to better align with current computer literacy skill sets and Bloom's taxonomy of actionable verbs.
2. The course description was updated to accurately reflect its mandatory or recommended status across various programs.
3. Course activities were realigned to better meet the General Education Requirements under the Code of Maryland Regulations for the Maryland Higher Education Commission.
4. A CLT100 Canvas blueprint course has been created and copied to all sections of the course for Spring 2025. This ensures consistency across all sections of CLT100 and facilitates SLOA data collection.
5. The annotated bibliography was revised and expanded to include three current computer literacy textbooks that support the updated learning outcomes.
6. The course platform was changed from Pearson MyITLab to McGraw Hill SIMnet.
7. Along with this platform change, a new textbook was adopted

Nordell, R., Stewart, K., Easton, A., Graves, P., Triad Interactive, Inc. (2022). *Microsoft Office 365: In Practice, 2021 Edition*. McGraw-Hill.

8. One of the textbook authors collaborated with the team to update the curriculum and syllabus and provided a presentation on best practices.

The Curriculum and Instruction Committee (CIC) approved the revised curriculum on May 8, 2024, followed by official approval from the Faculty Senate Executive Committee (SEC) on October 25, 2024. The redesigned CLT100 curriculum will be implemented starting in Spring 2025. To support a smooth transition, selected faculty scheduled to teach the course in Spring 2025 participated in training conducted by McGraw Hill staff. Additional training is planned for Spring 2025.

**Evidence Exhibits**:

1.1 MBON Annual Report PNU
1.2 MBON Annual Report NUR
1.3 Purchase Orders for Nursing Equipment Purchase
1.4 ACEN Continuing Accreditation Site Visit Agenda
1.5 ACEN Baltimore City Community College Action Letter Accreditation Site Visit
1.6 MBON April 2024 MBON Final Baltimore City Community College Full Cycle Site Visit Report
1.7 Action Plan Report to MBON
1.8 Baltimore City Community College - Response to Factual Report
1.9 Baltimore City Community College Trans Letter
1.10 Baltimore City Community College Response to CoAEMSP
1.11 EMS CAAHEP Approval
1.12 CAHIIM Annual Report1.13- CAPTE Program AAR 20231.14- CoARC Letter
1.15 BUA 100 Syllabus
1.16 BUA 112 Syllabus
1.17 CLT 100 Syllabus

## REALIGNMENT TASK 2

**"Make workforce development and job placement top educational priorities of BCCC."**
*Vice President, Workforce Development & Continuing Education*

### Overview of BCCC's Commitment to Workforce Development and Job Placement

Baltimore City Community College (BCCC) has consistently prioritized workforce development and job placement as core elements of its mission. Through expanding training opportunities, fostering strategic partnerships, and effectively utilizing grant funding, BCCC equips students with essential skills and pathways for meaningful employment. This report outlines the college's achievements in fulfilling Realignment Task #2, highlighting increased enrollment, diverse program offerings, and measurable outcomes.

The College's annual CC-3 submission to the Maryland Higher Education Commission (MHEC) indicated that the Workforce Development and Continuing Education Division's Full Time Enrollment (FTE) increased by 40% in FY 24 as compared to FY 23.

### Programmatic Expansion and Enrollment Highlights

BCCC offers a comprehensive array of workforce training programs designed to meet Baltimore's evolving labor market needs. These programs are developed in collaboration with local businesses, government agencies, and professional associations to ensure alignment with industry standards and employer expectations. Key training programs include:

- **Healthcare Training**: Programs such as Certified Nursing Assistant (CNA), Patient Care Technician (PCT), Community Health Worker (CHW), and Pharmacy Technician prepare students for critical roles in the healthcare sector. These programs combine theoretical knowledge with practical skills, ensuring graduates are ready to meet the demands of healthcare employers.
- **Cybersecurity and Information Technology**: Courses leading to certifications including CompTIA A+, Network+, and Security+ equip students with essential skills for careers in IT support and cybersecurity. These programs address the growing need for professionals capable of protecting digital infrastructures.
- **Childcare and Early Childhood Education**: Training programs provide the necessary credentials for individuals pursuing careers in early childhood education, emphasizing child development, curriculum planning, and effective teaching strategies.
- **Commercial Driver's License (CDL) Training**: The CDL Class B program prepares students for careers in commercial driving, focusing on safety, vehicle operation, and regulatory compliance.
- **Hospitality and Tourism**: Courses in hospitality management and customer service prepare students for roles in the tourism and service industries, emphasizing skills in guest relations, event planning, and operations management.
- **Construction and Industrial Maintenance**: Programs such as Construction Core Pre-Apprenticeship and Industrial Maintenance Mechanic Apprenticeship provide foundational skills for careers in construction and maintenance, covering topics such as safety protocols, tool usage, and basic construction techniques.
- **Adult Basic Education (ABE) and English as a Second Language (ESL)**: These programs support adult learners in improving literacy, numeracy, and English language skills, serving as a foundation for further education and employment opportunities.

**Overall Enrollment Statistics**

- Total Combined Enrollment Across All Programs: 3,248 students

**Strategic Grant Funding and Financial Support**

**Secured Funding for Workforce Programs**
BCCC has successfully secured substantial grants to support and expand workforce training initiatives. Key funding sources include:

- Maryland Department of Health: $10,059
- Maryland Office of Refugees and Asylees (MORA)Afghan Grant: $546,504
- MORA Refugee School Impact Grant (RSIG): $1,236,745
- Supplemental Nutrition Assistance Program (SNAP) Grant: $600,000
- Additional Grants: Maryland Department of Labor ($1,044,693) and ARPA funding ($750,000).

Total funding exceeds $5.7 million, ensuring continued support for programmatic expansion and sustainability.

**Community Partnerships and Collaboration**

**Comprehensive and Strategic Partnerships**
BCCC has forged numerous partnerships that enhance workforce training and community engagement. Key partnerships include:

- **CASA de Maryland**: Collaborates on IELCE/IET cohorts integrating workforce training with language acquisition for programs such as CNA, CHW, Warehousing, and Childcare. This partnership serves over 100 students annually and focuses on preparing students for above-minimum wage positions
- **Mayor's Office of Employment Development (MOED):** BCCC hosted 30 Career Coaches from City Schools at its South Pavilion location. Staff attend weekly intake sessions at the MOED workforce Reception Center. At these events, workforce training opportunities are presented to incoming DSS participants. Every Thursday at MOED's Northwest Job Center, BCCC workforce staff attend a community job and training fair to engage with local community interested in workforce training.
- **Johns Hopkins Hospital**: Provides tailored training programs for hospital staff at both the main campus and Bayview Hospital. Additional classes have been requested due to high demand.
- **Baltimore City Schools**: Collaborates on career counseling, workforce pathways for high school students, and summer programs in healthcare and technical skills. Initiatives include Certified Nursing Assistant (CNA), Pharmacy Technician, Community Health Worker, and Emergency Medical Responder training for high school students.
- **Mayor's Office of Employment Development (MOED)**: Engages in workforce development initiatives, including job fairs, career coaching, and GED preparation at various community centers.
- **City of Refuge and Community-Based Organizations (CBOs)**: Partners with CBOs to provide off-site GED and workforce training classes.

- **International Rescue Committee (IRC), Lutheran Social Services (LSS), and Hebrew Immigrant Aid Society (HIAS)**: Supports refugee and immigrant clients with ESL and workforce training, including specialized RAP classes.
- **University of Maryland Medical Center (UMMC)**: Provides English language instruction and workforce training to hospital staff through customized programs.
- **Holabird, Moravia Park, Curtis Bay, and Fall staff Judy Centers**: Hosts ESL and community education classes for adult learners.
- **University of Maryland Extension**: Collaborates on digital literacy training for Afghan families recently resettled in Baltimore.
- **Refugee Youth Project (RYP)**: Provides programming at multiple Baltimore schools, focusing on academic, cultural, and career support for over 150 refugee students.
- **Mayor's Office of Immigrant Affairs (MIMA)**: Expands outreach for naturalization and ESL classes for older refugees and permanent residents.

**Examples of Additional Collaborative Efforts**
The College has recently established a Memorandum of Understanding (MOU) with MCB HP Baltimore LLC to deliver a range of services, including workforce development training, support services, continuing education, and the empowerment of returning citizens. This collaboration focuses on the development of certain properties in Baltimore City, such as 201 E. Pratt Street, 301 Light Street, and the Inner Harbor, either directly or through affiliated entities. This initiative is carried out in coordination with the Inner Harbor Donation, License and Waterfront Management Authority, and the Waterfront Partnership of Baltimore, Inc., and has been approved by the Baltimore City Board of Estimates. Additionally, BCCC will play a role in providing workforce development training and facilitating job placement for Baltimore City residents, with a targeted goal of ensuring that at least 30% of on-site workers are City residents.

Workforce Department collaborated with the Maryland Department of Public Safety and Correctional Services and the Department of Veterans Affairs to support U.S. Armed Forces veterans in filing and following up on VA disability claims, as well as accessing VA healthcare benefits and services. This initiative also included educational outreach on updates to veteran benefits, survivor benefits, and additional services tailored to veterans and their families. Twenty-four veterans received individualized counseling and were assisted in accurately completing and submitting the required documentation to the VA for service access.

BCCC has also partnered with organizations such as the Maryland Department of Labor, Goodwill Industries, Green Street Academy, and local correctional facilities to further enhance workforce training opportunities and expand educational outreach.

**Career Services and Employment Support**

**Robust Career Services and Placement Initiatives**
BCCC's Career Services department plays a pivotal role in preparing students for employment and supporting their career goals. The department engages students with comprehensive job readiness and placement initiatives, focusing on both immediate employment and long-term career growth. Key elements include:

- **Resume and Interview Workshops**: Career Services offers frequent workshops designed to help students craft professional resumes and develop strong interview skills. These workshops often

feature mock interview sessions with industry professionals to build students' confidence and adaptability to various career environments.

- **Job Placement Services**: The department actively partners with local employers, creating a robust network of job opportunities across sectors, including healthcare, technology, hospitality, and transportation. Job fairs, on-campus recruiting events, and networking sessions further connect students with potential employers.
- **Internship Opportunities**: By collaborating with community partners and employers, Career Services facilitates internships and experiential learning opportunities that allow students to gain hands-on experience, build skills, and expand their professional networks.
- **Individualized Career Counseling**: Students can access one-on-one career counseling sessions tailored to their career aspirations, academic achievements, and professional experiences. Counselors help students identify career pathways, prepare for job searches, and plan career progression.
- **Community Outreach and Employer Engagement**: Career Services works closely with local businesses, community organizations, and industry leaders to align BCCC's training programs with labor market demands. This ensures that graduates are well-prepared for job placements in high-demand fields and helps build long-term partnerships that benefit both students and the broader Baltimore community.

**Integrated English Language and Civics Education/Integrated Education and Training (LCE/IET Program)**

The IELCE/IET program at BCCC exemplifies the college's innovative approach to workforce development, particularly for English Language Learners (ELLs). By integrating English language instruction with job-specific skills training, the IELCE/IET model ensures that students gain both the linguistic and practical skills necessary for success in the workplace. Key aspects of the program include:

- **Integration of Language and Workforce Training**: The IELCE/IET model offers English language instruction alongside occupational training in fields such as healthcare (e.g., Certified Nursing Assistant (CNA)), community health work, warehousing, and logistics. This dual approach allows students to develop industry-specific vocabulary, improve communication skills, and acquire critical technical skills.
- **Cohort-Based Learning**: Students participate in cohorts, fostering a supportive community and collaborative learning environment. The cohort model encourages peer support, accountability, and shared experiences that build confidence and enhance learning outcomes.
- **Short-Term, Intensive Programs**: IELCE/IET programs are structured to be completed in a relatively short timeframe, often within 12 weeks. This allows students to rapidly acquire credentials and enter the workforce, minimizing the time spent on training without sacrificing quality.
- **High Employment Outcomes**: The program emphasizes job placement in above-minimum wage positions. By partnering with organizations like CASA de Maryland, BCCC ensures that graduates are equipped to meet labor market demands and achieve sustainable employment.
- **Collaboration with Employers and Community Organizations**: The IELCE/IET program involves partnerships with employers, such as Johns Hopkins Hospital and local businesses, to provide relevant, hands-on training and align curricula with workforce needs. This approach makes students more competitive in the job market and improves the overall effectiveness of the training.

- **Tailored Support Services**: Recognizing the unique needs of English Language Learners (ELLs), the program offers academic and career counseling, language tutoring, and support services designed to address barriers to education and employment, such as childcare, transportation, and cultural acclimation.
- **Diverse Program Offerings**: While healthcare training remains a primary focus, the IELCE/IET program has expanded into other fields, such as warehousing and logistics, to provide broader career options for students with diverse interests and backgrounds.

**Evidence Exhibits:**

2.1 WDCE Vice President's Monthly Cabinet Update (February through November 2024)
2.2 President's Report Realignment Task 2 Update (February through May, September, and November 2024)
2.3 Overview of BCCC's Commitment to Workforce Development and Job Placement

**REALIGNMENT TASK 3**

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

**School of Nursing and Health Professions**

***Emergency Medical Services***
The program partnered with the Baltimore Fire Department (BFD) to offer two BCCC EMS courses to thirteen BFD employees who expressed intentions to attain a degree from BCCC. Completion of these two courses will qualify BFD employees to sit for the National Registry and Maryland Paramedic Certification. The two courses are listed below:

- EMS 115 - Paramedic II - This is the first of a series of five courses completion of which meet the National EMS Education Standards leading to eligibility to take the National Registry of Emergency Medical Technicians Paramedic examination. The course emphasis is on topics preparing the student for paramedic education including history of emergency medical services, duties and responsibilities of the paramedic, human pathophysiology, patient assessment, emergency pharmacology and basic patient care skills. The course will include the latest State of Maryland Medical Protocols for EMS Providers.

- EMS 123 Paramedic III **-** This is the second of a series of courses which result in eligibility to take the Registry of Emergency Medical Technicians Paramedic examination. Course emphasis is on pathophysiology assessment and treatment of patients suffering emergent medical emergencies and shock. Students will also participate in clinical rotations and field experiences during this course. The course will include the latest State of Maryland Medical Protocols for EMS Providers.

**School of Arts and Social Sciences (SASS)**

Baltimore City Public Schools established a partnership with BCCC to address the developmental needs of students in City Schools who do not meet College and Career Readiness (CCR) standards as outlined in the Blueprint for Maryland's Future. The two entities will develop a developmental math, English, and science course to address those needs. Working in collaboration with the Dual Enrollment program and Baltimore City Public Schools (BCPS), teams of the Reading (REN) and English ENG faculty members worked on aligning English 10 state standards, curriculum, and Maryland Comprehensive Assessment Program (MCAP) with BCCC's REN and ENG developmental courses. This alignment restructured the reading courses to better prepare students who do not meet CCR standards by the end of the 10th grade.

The teams identified instructional design components for English 10 developmental courses and discussed the use of MCAP scores for student placement within the competency-based education (CBE) model. As outcomes of these new alignment meetings, considerations for revised master syllabi, curriculum, and final exams were discussed in preparation of new REN developmental courses.

The developmental education course planning project consisted of faculty from both BCCC and City Schools which reviewed data from City Schools that will drive course design for all three developmental courses. These courses will be offered as part of BCCC's early college experience starting at the 10th grade level with City Schools' students. There are 11 faculty working on the developmental education course planning project.

The developmental education course planning project includes Baltimore City Public Schools subject coordinators and selected faculty, subject matter experts, and administrators from BCCC. A list of deliverables has been identified below.

- College Ready Module
- Computer Assisted Program for the courses
- Auxiliary Materials
- Textbook Selected for the courses
- Pre and Post Assessments
- Course Outcomes
- Course Content/Teaching Materials
- Science multiple measure placement test
- Diagnostic writings
- Instructional supplies

To further explore course design for the REN developmental course, English faculty in the School of Arts and Sciences collaborated with BCCC administrators and representatives from Baltimore City Public Schools and viewed a demonstration hosted by Odell. The demonstration provided information to explore the feasibility of the vendor collaboration with faculty from Baltimore City Public Schools and Baltimore City Community College to design the developmental/remedial English course that prepares students for College and Career Readiness mandates from the Blueprint for Maryland's Future.

**Adoption of the Foundations of English Developmental Software**
As a significant part of the collaboration with the Baltimore City Public School System, the BCCC Developmental Reading and English (REN) program has acquired the *Foundations of English Developmental Software* bundle from Hawkes Learning for use in instruction.

This modernized and enhanced content will assist us in engaging Baltimore City Public School students through innovative instruction that includes the development of the essential skills that all students need:

- managing time and organizing work,
- reading and thinking critically,
- understanding grammar and punctuation,
- writing confidently, and
- researching productively.

In the Fall of 2024, the REN faculty gathered to discuss developing a proposal for offering new REN students an orientation session. The purpose is to welcome the students and to acquaint them with the REN curriculum. During the meeting, the faculty considered two topics for the orientation:

- "Direction Following and Effective Communication", and
- "Logging on and Navigating Canvas (Course Management System)."

Other topics under consideration are "MLA Essay Format" and "MLA Documentation." Ultimately, the faculty believes offering these orientation sessions would improve learning outcomes.

***Providing Tutoring in Dual Enrollment Courses***

In the Fall of 2024, Baltimore City Community College offered courses to seventeen Baltimore City Public Schools for Dual Enrollment. While scheduling the courses, the Academic Affairs leadership reflected upon implementing successful strategies to improve student learning outcomes. Most courses were offered twice a week, however, some schools requested three instructional days. The Academic Affairs leadership team implemented a tutoring day in place of a third instructional day. The process allowed Instructors to focus on tutoring students in specific course content areas. The strategy is currently being evaluated to enhance offerings for the Spring 2025 semester. (3.1 Dual Enrollment Course and Book Requests)

***New Program Approval***

Baltimore City Community College was approved by the Maryland Higher Education Commission (MHEC) to offer an Associate of Arts in Early Childhood Education. The new program provides a seamless transfer for students entering four-year institutions to pursue a Bachelor's degree in Education after completing the associate degree. There are 23 students currently enrolled in the program for Spring 2025, two of which have completed the required courses to graduate as of the Fall 2024 semester. (3.2 MHEC Approval Ltr. - SASS - AA Early Childhood Education)

**School of Business, Science, Technology, Engineering, and Mathematics (BSTEM)**

***Business and Technology***

To ensure improved student learning outcomes, increased knowledge and skills in the field, enhanced teaching methods, greater confidence in the classroom, career advancement opportunities, adaptability to new educational trends, and the ability to stay current with research and best practices in the respective discipline; ultimately contributing to a more effective and engaged learning environment for students, four Business and Technology faculty attended the annual National Accreditation Council for Business Schools and Program (ACBSP) conference in Miami, Florida. The theme of the conference was "Extraordinary Emerging Partnerships for Student Success". Over the five-day period, each faculty member had the opportunity to celebrate the accomplishments of fellow peers; communicate and interact with accreditation experts, develop skills addressing how leaders in higher education tackle and overcome the challenges faced every day, and increase their skills toolkit with solutions that are reshaping the academic landscape.

The Program Coordinator for the Accounting program started his tenure as President/Chair of Accreditation Council for Business Schools and Program (ACBSP) Region 2 Eastern Council of Business Schools and Programs. The region is made up of colleges and universities in Delaware, District of Columbia, Maryland, Pennsylvania, Virginia and West Virginia. Serving in this role will ensure the ACBSP programs receive valuable program information, allowing the programs to stay abreast of the accreditor's Standards.

The Business and Technology unit submitted its Self-Study report for reaffirmation to the Accreditation Council for Business Schools and Program (ACBSP). It was a collaborative effort between Business and Technology, the Office of the President, Institutional Research, Academic Affairs leadership team, and Cabinet members. The ACBSP site visit is scheduled for early October 2024. BCCC has been a member of the ACBSP for over 30 years.

Following the site visit in October 9-11, 2024, and the follow up requested information, (3.3 ACBSP Site visit agenda). The associate degree Board of Commissioners met on November 14, 2024, and approved the business program reaffirmation for Baltimore City Community College. Congratulations. The following business programs at Baltimore City Community College are accredited by the Accreditation Council for Business Schools and Programs:

1. Accounting, AAS
2. Business Administration, AS
3. Management, AAS
4. Marketing, AAS
5. Computer Information Systems, AAS (3.4 ACBSP Accreditation Reaffirmation)

***Mathematics***

Math faculty collaborated with BCCC administrators and representatives from Baltimore City Public Schools to evaluate and plan the developmental Math course design to prepare students for College and Career Readiness (CCR) mandates outlined in the Blueprint for Maryland's Future. BCCC faculty met with the Math district team lead to discuss the MCAP requirements and what content should be included to meet the requirements. BCCC faculty have initiated the curriculum design for the new developmental course. Once the course design is completed, the City Schools district math leads will review course content, methodology, and pedagogy. The department has also hired new faculty who have experience developing curriculum for high school Math courses.

## Academic Affairs Initiatives

***Proposal for the Center for Excellence in Teaching, Learning, and Innovation***

To support faculty and staff in professional development activities and to promote academic quality at Baltimore City Community College (BCCC), a committee of faculty, staff, and administrators proposed the establishment of the Center for Excellence in Teaching, Learning, and Innovation (CETLI). The CETLI's primary goal is to provide vibrant learning environments, communities, and experiences for BCCC full- and part-time employees (i.e., faculty, adjuncts, support services staff, library personnel).

CETLI will shape educational instructors who will in turn cultivate leaders that serve our city, community, and nation. To fulfill this purpose, CETLI will facilitate quality professional development training opportunities in areas such as, but not limited to, pedagogy/andragogy; assessment of student learning; classroom management and conflict resolution; instructional strategy; distance/digital learning;

and instructional technology. CETLI will strive to promote a culture of excellence in teaching, learning, assessment, and innovation.

Center Administration: An individual will be identified to oversee the Center's strategic planning (programming, logistics, marketing communications, and funding) as well as the day-to-day operations of the Center. (3.5 BCCC CETLI Recommendations)

***Adjunct Faculty Academy***

BCCC's academic leadership facilitated an Adjunct Faculty Academy on Saturday, August 17, 2024. Adjuncts were guided through the processes of faculty evaluations, syllabus creation and distribution, the three "R's" of adjunct faculty expectations (respect, responsiveness, and reporting), email account acquisition, public safety, Canvas and Banner, and classroom management. The academy ended with a teaching pedagogy professional development keynote titled, *Reframing Your Teaching Style: The Gift of the Multigenerational Classroom*. This keynote was given by an Associate Professor of Psychology at BCCC. (3.6 Adjunct Faculty - BCCC 2024 Adjunct Faculty Academy Agenda)

***Professional Development***

**School of Nursing and Health Professions (SNHP)**

Dental Hygiene: Four full-time faculty members attended a conference in Washington DC in March 2024 on Laser Certification. The use of lasers is currently in the scope of dental hygiene practice in the State of Maryland. Completing this 12-credit course (9 hours online and 3 hours clinical instruction) had allowed faculty to acquire the required licensure, update their curriculum and provide appropriate didactic and clinical instruction to students so that they are properly trained to use laser technology.

Nursing: Three full-time faculty members attended a conference in San Antonio, TX in September 2024. The conference was hosted by the National League of Nursing. Attending this Education Summit to enhance and integrate current best practices when educating nursing students and preparing them to enter the workforce.

Emergency Medical Services and Health Information Technology: Program coordinators attended annual conferences hosted by their programmatic accreditors in May 2024 and October 2024 respectively. Attending these events are mandated by the accreditor as this serves as a crucial activity to enhance each program's ability to keep abreast of industry changes and adapt accordingly.

**School of Business, Science, Technology, Engineering, and Mathematics**

During the Summer, four Business and Technology faculty attended the annual National Accreditation Council for Business Schools and Program (ACBSP) conference in Miami, Florida. The theme of the conference was "Extraordinary Emerging Partnerships for Student Success". Over the five-day period, each faculty member had the opportunity to celebrate the accomplishments of their peers; spoke face-to-face with accreditation experts, develop skills on how leaders in higher education tackle and overcome the challenges faced every day, and increase their skills toolkit with solutions that are reshaping the academic world.

The Accounting Program Coordinator started his tenure as President/Chair of ACBSP Region 2 Eastern Council of Business Schools and Programs. The region is made up of colleges and universities in Delaware, District of Columbia, Maryland, Pennsylvania, Virginia and West Virginia.

Other professional development activities in Business and Technology consisted of one faculty member completing several Cyber Security certifications including the CompTIA Security +. Another faculty member was a panelist for "How to Get Published in High Impact Journals" co-hosted by a reputable publisher in June 2024. The faculty member also became a Master Reviewer (Chair) for Quality Matters on July 1, 2024.

**School of Arts and Social Sciences**

***Art Faculty***
In April, a full-time faculty in art attended the annual American Education Research Association 2024 conference, "Dismantling Racial Injustices and Constructing Educational Possibilities: A Call to Action," in Philadelphia, Pennsylvania. The conference featured groups of researchers, scholars, and practitioners sharing insights and discoveries on diversity, relevant instruction, and solutions relevant to the culture, The participant gained insight to inspire creative practice with community through multi-media and to create new curriculum in the classroom. The conference also offered an opportunity for attendees to focus on developmental and social skills, interpersonal skills, and building critical thinking skills within the arts. (2024 American Educational Research Association (AERA) Annual Meeting Proposal)

***Philosophy Faculty***
During November 7-10, 2024, a full-time Philosophy instructor gave a presentation on a recently published book covering the topics of climate denial, environmental racism, extremism, and migration at the 21-Annual Historical Materialism Conference titled, *Countering the Plague: Forces of Reaction and War and How to Fight Them*, in London. (3.7 Conference Website)

***Faculty Professional Development to Honduras and New Orleans***
Teams of the faculty from Arts and Social Sciences traveled to Tegucigalpa, Honduras and New Orleans, Louisiana.

***Tegucigalpa, Honduras***
Professors from History, Sociology, and Legal Assistant programs formed traveled to Honduras to attend the Afro-Catracho Conference, sponsored by Universidad Nacional Autónoma de Honduras. This conference was culturally oriented and provided useful strategies for the instruction of history, sociology, and legal assistant students. It also strengthened the relationship between BCCC, the National Autonomous University of Honduras, and the Study Abroad program. (3.8 Honduras Conference Program; 3.9 Letter of Invitation)

***New Orleans, Louisiana***
Three Arts and Social Science faculty attended the 2024 Teaching Professor Annual Conference hosted in New Orleans from July 7-9, 2024. Beginning with the Opening Plenary session: "The Essentials of Teaching Students" and ending with the Closing Plenary session: "Teaching in the Age of AI: Rethinking Pedagogy & Curriculum in Service to Student Learning", the 2024 Annual Teaching Professor Conference covered a wide range of topics germane to instruction, student learning, and instructional growth and development.

***Academic Engagement and Partnerships***

**Expanding SUCCESS Initiative – BCCC Panther Success**
BCCC participated in the Expanding SUCCESS initiative with the Maryland Higher Education Commission (MHEC) and Manpower Demonstration Research Corporation (MDRC). The Expanding SUCCESS initiative aims to expand Scaling Up College Completion Efforts for Student Success (SUCCESS), a comprehensive student support program—grounded in some of the strongest evidence in higher education centered on intensive advising, financial incentives, and using data for continuous improvement. (3.10 MHEC Approval Ltr. - Panther Success Agreement - MHEC & MDRC)

**Center for Academic Achievement (CAA)**
Staff in the Center for Academic Achievement engaged in several activities during the year. Activities include the following:

- Participated in Welcome Week activities and class visits to provide information on in-person, embedded, and virtual tutoring services, study tips, note-taking, time management, and understanding learning styles to promote student success.

- Interviewed prospective tutors with the Adult Basic Education and English as a Second Language directors to respond to the increased demand for General Education Diploma (GED) tutoring.

- Collaborated with E-Learning to build 103 Canvas tutoring shells for virtual tutoring in subjects including Math, Writing, Accounting, Economics, Business, Computer Information and Technology, Biology, Chemistry, Psychology, Sociology, and Speech. There were 1429 actions taken by students in Canvas virtual tutoring shells. Actions are defined as viewing Zoom links, posting discussions, and posting essays for tutors' review.

- Conducted a total of 3,148 (2,574 in-person and 574 virtual) on campus tutoring sessions.

- Students who visited the eTutoring platform participated in 437 Zoom sessions focusing on Math, Science, and Business. The eTutoring Writing Lab was utilized by 171 students who submitted papers for review on the platform. The eTutoring platform allows students to access tutors in a virtual classroom online modality.

The CAA also conducted interactive workshops on learning styles, note taking, time management, syllabus mapping, and tutoring services throughout Summer 2024. Services were provided to approximately 210 students. The Mayor's Scholar's Program (MSP) benefitted from three workshops during MSP orientation week (3.11 CAA - MSP Orientation Schedule 2024).

CAA also participated in orientation presentations for the Dental Hygiene program (3.12 CAA - Dental Hygiene Orientation FA24) and the Bridges to Baccalaureate program -- the College's partnership with Howard University to transition formerly incarcerated students from an associate degree to a doctorate degree (3.13 CAA - Bridges to Baccalaureate Program Orientation SU24).

The Retention Specialist for the Center for Academic Achievement (CAA) plays a critical role in the daily operation for the CAA as evidenced in performing the ongoing duties and responsibilities listed below.

- Conducted regular student meetings to assess progress and provide support. Implemented targeted intervention strategies for students identified as at-risk. Hosted individual sessions focused on study skills, time management, and stress management. Collaborated with faculty to develop personalized academic plans for students.

- Continues to provide support on the Virtual Helpdesk (VHD) by working with students throughout the semester providing answers to academic program questions, course selections, educational plans, registration, and campus resources. Also, maintaining the spreadsheet that records every student joining the VHD, greeting, and monitoring breakout rooms.

- Serves as the advisor for the newly established vegan student club, Plant Based Living (PBL). The PBL Club was founded by a group of passionate students who wanted to create a welcoming and inclusive space for individuals interested in plant-based living and animal rights. As the club's advisor, the retention specialist's role is to provide guidance, support, and resources to help the club achieve its goals and objectives. (3.14 CAA - Plant Based Living Club).

To accurately track students receiving tutoring services, the CAA created individual data tracking sheets for Perkins tutors; each tutor was trained by the retention specialist on the new process for tracking students enrolled in Career and Technical Education (CTE) courses. Tracking activity in the CAA will ensure that services are adequately adjusted to meet the needs of the students and hire additional staff if necessary.

***Library***
Baltimore City Community College's Library is undergoing a significant transformation to ensure student success from updating the print collection to adding electronic resources to providing a new physical space for families with small children in the current facility. Renovation of the existing facility has been approved, and project planning is underway. Initial design meetings are being held to discuss the logistics and architecture of the new structure.

***Print Collection***
The Library Staff is undergoing an inventory of the entire library collection. This ensures that the library's catalog accurately reflects the physical items on the shelves, allowing patrons to easily find needed resources. In addition to an entire collection inventory, the Library staff is aggressively weeding the print collection based on age, condition, circulation, and relevancy to the College's programs. This makes space for newer, more relevant items that better meet the current needs of users, resulting in a more accessible and appealing collection while maintaining the library's reputation as a reliable source of information.

***Electronic Resources***
The Library staff evaluated its academic video streaming service that supports teaching and learning and which is outdated and overpriced in comparison to similar services with increased features and functionality. The staff recommended ProQuest AVON videos-on-demand based on its extensive collection, variety of videos, ease of use, and lower cost. A demo of the product will be held for additional stakeholders including Cabinet, the Academic Leadership team, Program Coordinators and faculty. The Library recently implemented its first e-book subscription package. Previously, the Library purchased eBooks in perpetuity which led to an outdated eBook collection, like the print collection. The eBook subscriptions include a general collection specifically for Community College students, Nursing, Medicine, Psychology/Psychiatry and IT. This innovative service will offer continuously refreshed learning materials to align with student progress and evolving needs. A third initiative for electronic

resources is replacing the outdated, expensive, difficult-to-use circulation and catalog software. College stakeholders are considering alternatives that would improve functionality, support more robust searches, provide stronger reporting, and improved vendor support. The Library is diligently pursuing the purchase of authentication software. This software will automatically authenticate patrons to use any of the Library's electronic resources off campus. Currently students and staff must create unique logins for each resource when off-campus, and the Library is working toward allowing access to all electronic resources from anywhere.

***Renovation***

The Library is in its planning stages with Maryland's Department of General Services (DGS) and the architectural firm Cannon Design (CD) for an entire building renovation. CD was chosen after a rigorous review of applicants based on their previous experience in designing libraries and their superior workmanship. The current Library building was built in 1966 with only minor renovations throughout the years such as carpet and paint. CD visited the campus to gather data from stakeholders. The firm met with the Steering Committee, faculty, staff and students to collect wish list items, what to keep, what to improve and what to discard. With this redesign, the Library will morph into a Learning Commons that will include other campus resources such as advising and tutoring. The building will include an expansion to increase square footage, meeting rooms, programming space, teaching space, and creative rooms for possible green screen and virtual reality studios. A popular wish list item among many is a coffee cafe to bring patrons into the Library. The new building will not only serve patrons with academic needs, but also personal needs such as gathering with friends or moments of solitude. Spaces with contemporary, comfortable furniture will also be a huge draw. The new Library will incorporate the outside, as well. One vision includes glass walls on one end of the building which will highlight the popular photo spot of the international flag poles. Another vision consists of doors facing the entrance of the College to create an invitation to enter. Outside space to study and gather during pleasant weather is also a consideration. As print collections shrink and electronic collections grow throughout academic libraries, an emphasis on developing a physical space that connects with all patrons is our primary focus.

***E-learning***

**Turnitin LTI Upgrade**

BCCC upgraded the technology framework for the Turnitin Plugin from LTI 1.1 to LTI 1.3 as legacy support was being phased out. Turnitin is the gold standard for plagiarism checking and acts as an accountability check to ensure that students are delivering their own work on assignments.

**Course Blueprinting Initiative**

This project supports the accurate and timely collection of student learning outcome data. By standardizing how the College collects the data it allows for quicker analysis with an emphasis toward continuous improvement and supports efforts to enhance student success.

**Kaleidoscope Online Learning & Teaching (KOLT) Course Revisions**

The original KOLT course was developed pre-pandemic and much of the information was dated to 2015 or before. The revisions to this course provide enhancements to the course content and provides a framework for building faculty effectiveness in teaching online. The course is open to both full-time and part-time faculty and is one of the avenues to meet the basic level of proficiency to qualify for teaching courses online at BCCC.

**Canvas**
The College's LMS used by both credit and non-credit courses was set to expire on June 30, but was renewed after approval by the Board, for a three-year contract. The contract provides cloud-based LMS access, as well as 24/7 Tier 1 phone and chat support for all users of the system. The renewal of the College's Learning Management System (LMS), Canvas, was a critical piece of technology for supporting the college mission regarding accessible education. Canvas provides a content platform, an engagement platform, as well as grading platform for students and faculty to engage together in the academic process. Through the data collection that occurs in the LMS, decisions and trends can be viewed that allows faculty and administrators to make curriculum and delivery decisions.

**Respondus Lockdown Browser & Monitor**
Respondus provides one of the only proctoring solutions for exams that utilizes a proprietary browser that is designed to deter most forms of cheating. The software provides students with the flexibility to take exams, when utilized, at times and locations that meet the student's needs and schedule. With 2000 seats this allows access for all courses that want to utilize the tool. Besides supporting the mission of accessible education, the software supports the academic integrity policies of the College.

**Revision of Student Canvas Orientation**
The revision of this self-paced student-facing Canvas course was needed as many of the points of contact and service areas have changed since the course was launched pre-pandemic. The orientation course is an early support of student success through showing students how to navigate Canvas, offering practice opportunities for the various interactions students are required to perform in courses, and providing informational walkthroughs of services and support at the College. The course was designed and revised to serve as an initial training but also a reference location for students to access information and resources to aid them in the college experience.

**E-Learning Video Library**
Throughout 2024, the E-Learning department has utilized and purchased audio/visual equipment and software, such as the Adobe Creative Suite, to develop short videos to provide just in time training (JITT) for faculty and students on various topics related to leveraging the educational technology the College uses. This project supports student success and the teaching and learning process, ensures comfort with use of the technology, and helps faculty provide a quality educational experience for students.

***School of Business, Science, Technology, Engineering, and Mathematics (BSTEM)***

**Natural and Physical Science Developmental Course**
The Natural and Physical Science (NPS) department faculty are developing a dual enrollment Developmental Science course, SCI 092 Introductory Science, to help prepare high school students for credit-bearing Science courses at the College. The newly proposed curriculum will include concepts from Biology, Chemistry and Physics. The proposed course will be sent to the Curriculum Instruction Committee (CIC) for approval in November. Upon approval by CIC and the Senate Executive Committee, the course will be offered in Spring 2025.

***Academic Engagement and Partnerships***
**STEM Fridays Summer Enrichment**
To attract female students to STEM-related pathways, Academic Affairs collaborated with the Mayor's Scholars Program (MSP) to provide opportunities for 40 first-year students to engage in STEM activities across three disciplines which included Biotechnology, Cybersecurity, and Robotics/Mechatronics. The

hands-on sessions familiarized MSP students with unlocking DNA using gel electrophoresis forensics, tools to defend against malware and cyber-attacks, and emerging drone technologies and applications in the real world. Of the 40 students who participated, 28 are female of which 16 are enrolled in STEM-related programs. (3.15 AEP - BCCC STEM Fridays SU24)

**Academic Exploration and Expectations**
As part of the Blueprint for Maryland's Future Career Coaching initiative, students from Baltimore City Schools were invited to explore academic and career pathways at BCCC. Seven career coaches and 41 middle and high school students engaged with BCCC staff on topics such as Mayor's Scholars Program, Pathways in Technical and Early College High School (P-TECH), industry recognized credentials, dual enrollment, college preparation, success strategies, and learning styles. Students also participated in Visual Arts, Fashion Design, Biotechnology, and Emergency Medical Services learning experiences. The event was designed to support Baltimore City Schools' students as they explore post-college and career readiness pathways. (3.16 AEP - Academic Exploration and Expectations SU24)

**Natural and Physical Science Student Internship and Engagement Opportunities**
In Summer 2024, three Biotechnology students completed internships at laboratories located at University of Maryland, Baltimore, Baltimore BioWorks, Becton and Dickinson Medical Tech. Company. Two other Biotechnology students received awards for their research poster presentations. One was awarded first place at the Delaware State University's Summer Research Project. The other won second place for the J. Howard Brown Award at the American Society of Microbiology Poster Session. (3.17 NPS Biotech Poster Awards 2024)

## Evidence Exhibits:

3.1 Dual Enrollment Course and Book Requests
3.2 MHEC Approval Ltr. - SASS - AA Early Childhood Education
3.3 ACBSP Site visit agenda
3.4 ACBSP Accreditation Reaffirmation
3.5 BCCC CETLI Recommendations
3.6 Adjunct Faculty - BCCC 2024 Adjunct Faculty Academy Agenda
3.7 Conference Website
3.8 Honduras Conference Program
3.9 Letter of Invitation
3.10 MHEC Approval Letter – Panther Success Agreement – MHEC & MDRC
3.11 CAA - MSP Orientation Schedule 2024
3.12 CAA - Dental Hygiene Orientation FA24
3.13 CAA - Bridges to Baccalaureate Program Orientation SU24
3.14 CAA - Plant Based Living Club
3.15 AEP - BCCC STEM Fridays SU24
3.16 AEP - Academic Exploration and Expectations SU24
3.17 NPS Biotech Poster Awards 2024

**REALIGNMENT TASK 4**

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

**Articulation Agreements and Memoranda of Understanding**

***Nursing and Health Professions***
The School of Nursing and Health Professions is establishing a partnership and agreement with Ascension Health relative to clinical rotations which is a requirement for SNHP programs. The Nursing program met with the Assistant Vice President for Partnerships with Ascension Health on November 14, 2024, to discuss student experiences utilizing the facility and providing future employment opportunities. Ascension confirmed their commitment to assisting Nursing and Allied Health students with meeting clinical requirements. (4.1 Ascension St. Agnes MOU)

BCCC signed a Memorandum of Understanding with Medstar to establish a universal contract with SNHP. Students enrolled in any SNHP program, except Dental Hygiene, will be able to attend clinical sites at Medstar facilities. The Dean's office coordinated a review of the MOU with the AVP for Academic Engagement and Partnerships. After the execution of the contract, BCCC students can access 15 Medstar and affiliate locations. (4.2 Medstar MOU)

***Health Information Technology***
Baltimore City Community College and Coppin State University are strengthening its collaborative partnership and finalized the Health Information Technology (HIT) articulation agreement. The HIT agreement allows BCCC students to transfer into one of two degrees at Coppin—a Bachelor of Science or a Bachelor of Professional Studies in Health Information Management. The final version of the BCCC/Coppin State University articulation agreement was executed in September 2024. (4.3 Coppin Agreement – HIT 7)

Sheppard Pratt hospital has agreed to allow HIT students to complete 135 practicum hours at an approved site. The students will gain real world healthcare experience working with patient charts, various software, billing and coding, and insurance procedures. (4.4 Sheppard Pratt MOU)

***Baltimore City Public Schools Partnership***
Representatives from Academic Affairs, Baltimore City Public Schools, Baltimore City Police Department, Baltimore City Fire Department, Digital Harbor High School, Reach Partnership School, Dunbar High School, Patterson High School, Vivien T. High School, and the Office of Emergency Management met to discuss the redesign of the public safety pathway from high school to apprenticeship to postsecondary credentials or degree programs in Law Enforcement and Emergency Medical Services. The public safety pathway will allow students to earn an industry recognized credential and the ability to seamlessly transition to a related associate degree program.

***Early Childhood Education***
The Early Childhood Education Program coordinator and the Assistant Vice President of Academic Engagement and Partnerships met with Coppin State University representatives to evaluate articulation agreements for Elementary Education, Special Education, and Teacher Education associate degree programs. The agreement allows BCCC students to transfer into one of two degrees at Coppin—a Bachelor of Arts in Elementary Education or Bachelor of Science in Special Education. (4.5 Coppin Agreement – EDU 1-6)

***Fashion Design***
BCCC and Stevenson University representatives are evaluating the Associate of Applied Science degree in Fashion Design for articulation opportunities. The Fashion Design associate degree program at BCCC also has a Fashion Retailing area of concentration. During the meeting course crosswalks, equivalencies, and the curricula were reviewed to ensure seamless transfer for students. The articulation agreement allows BCCC students in the programs to transfer into Stevenson's Bachelor of Science in Fashion Design. Once the agreement is finalized, BCCC students will be notified of the new articulation agreement.

***Baltimore City Police Cadet Program***
As a part of our growing articulation with the Baltimore City Police Department, BCCC's Law Enforcement program enrolled five Police Cadets into Criminal Justice courses for the Fall 2024 semester. Each cadet is taking two courses toward the completion of the Law Enforcement degree. (4.6 BPD Cadet Agreement)

***Business Administration***
Business and Technology faculty along with the Assistant Vice President for Academic Engagement and Partnerships has explored opportunities to establish articulation agreements with Bowie State University (BSU) for the Business Administration Transfer, AAS program and BSU's Risk Management and Insurance, BS. (4.7 BSU Agreement)

BCCC has renewed 10 articulation agreements with University of Maryland Global Campus. (4.8 UMGC Articulations document)

***Natural and Physical Sciences***
Academic Affairs and the Associate Dean of Natural and Physical Sciences met with Bais Yaakov School to renew a Memorandum of Understanding to offer dual enrollment courses. Students from Bais Yaakov have traditionally enrolled in science courses at BCCC.

**Evidence Exhibits:**

4.1 Master Affiliation Agreement St. Agnes MOU
4.2 Educational Affiliation Agreement Medstar Health MOU
4.3 Coppin State Articulation – HIT
4.4 Non-Clinical Education Affiliation Agreement Sheppard Pratt MOU
4.5 Academic Program Articulation Agreement Coppin Agreement, Teacher Education (Early childhood, Elementary, and Special Education, and Human Development)
4.6 BPD Cadet Agreement, sixth page of the document
4.7 BSU Agreement
4.8 UMGC Articulations document

**REALIGNMENT TASK 5**

**"Align the budget of BCCC with realistic enrollment projections."**
*Vice President, Student Affairs*
*Vice President, Institutional Effectiveness, Research & Planning*

**OFFICE OF INSTITUTIONAL RESEARCH**

The projections for BCCC's credit student headcount mirror those for all community colleges, which call for a return to pre-pandemic levels in fall 2024 and stabilization in the out years. The College's enrollment is trending near pre-pandemic levels. (5.1 BCCC FY26 Operating and Capital Budget Presentation, pages 7 and 8)

*MHEC Credit Fall Headcount Projections for BCCC*

| Fiscal Year/ Fall Term | Actual | Projections | | | | | | | | | | % Change FY 2024 to FY 2034 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | FY 2024 Fall 2023 | FY 2025 Fall 2024 | FY 2026 Fall 2025 | FY 2027 Fall 2026 | FY 2028 Fall 2027 | FY 2029 Fall 2028 | FY 2030 Fall 2029 | FY 2031 Fall 2030 | FY 2032 Fall 2031 | FY 2033 Fall 2032 | FY 2034 Fall 2033 | |
| Full-time | 985 | 1,301 | 1,329 | 1,331 | 1,333 | 1,335 | 1,336 | 1,338 | 1,330 | 1,322 | 1,314 | 33.4% |
| Part-time | 2,954 | 3,348 | 3,408 | 3,421 | 3,433 | 3,445 | 3,457 | 3,470 | 3,464 | 3,458 | 3,452 | 16.9% |
| *Total* | *3,939* | *4,649* | *4,737* | *4,752* | *4,766* | *4,780* | *4,793* | *4,808* | *4,794* | *4,780* | *4,766* | 21.0% |
| % Change from Prior Year | 11.3% | 18.0% | 1.9% | 0.3% | 0.3% | 0.3% | 0.3% | 0.3% | -0.3% | -0.3% | -0.3% | |

*MHEC Credit Fall Headcount Projections for All Maryland Community Colleges*

| Fiscal Year/ Fall Term | Actual | Projections | | | | | | | | | | % Change FY 2024 to FY 2034 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | FY 2024 Fall 2023 | FY 2025 Fall 2024 | FY 2026 Fall 2025 | FY 2027 Fall 2026 | FY 2028 Fall 2027 | FY 2029 Fall 2028 | FY 2030 Fall 2029 | FY 2031 Fall 2030 | FY 2032 Fall 2031 | FY 2033 Fall 2032 | FY 2034 Fall 2033 | |
| Full-time | 29,798 | 39,346 | 40,210 | 40,260 | 40,317 | 40,370 | 40,418 | 40,468 | 40,225 | 39,974 | 39,731 | 33.3% |
| Part-time | 72,864 | 83,227 | 84,740 | 85,046 | 85,346 | 85,653 | 85,954 | 86,262 | 86,114 | 85,967 | 85,824 | 17.8% |
| *Total* | *102,662* | *122,573* | *124,950* | *125,306* | *125,663* | *126,023* | *126,372* | *126,730* | *126,339* | *125,941* | *125,555* | 22.3% |
| % Change from Prior Year | 8.3% | 19.4% | 1.9% | 0.3% | 0.3% | 0.3% | 0.3% | 0.3% | -0.3% | -0.3% | -0.3% | |

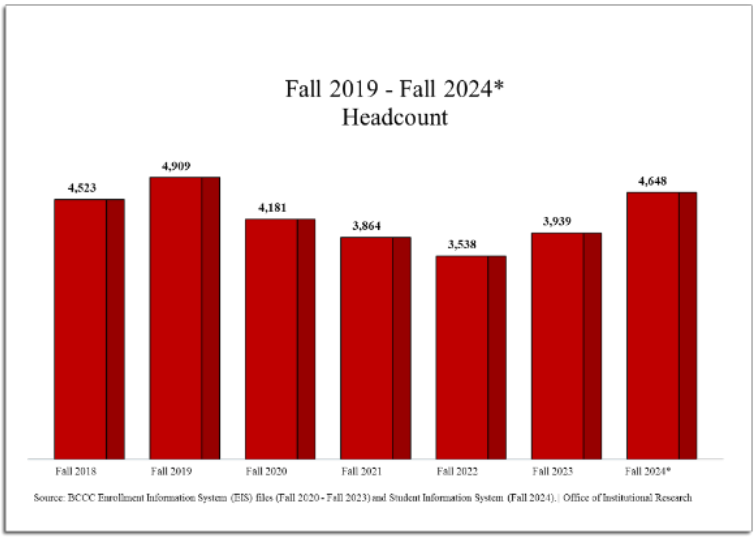
MHEC projects incremental growth for BCCC's eligible credit and continuing education FTEs. The preliminary FY 2024 eligible FTEs BCCC reported to MHEC have surpassed their FY 2025 projections.

*MHEC Credit Fiscal Year (FY) Full-Time Equivalent (FTE) Projections for BCCC*

| Fiscal Year | Actual | | Projections | | | | | | | | | % Change FY 2023 to FY 2033 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | FY 2023 | FY 2024* | FY 2025 | FY 2026 | FY 2027 | FY 2028 | FY 2029 | FY 2030 | FY 2031 | FY 2032 | FY 2033 | |
| Credit Eligible FTEs | 1,810 | 2,040 | 1,980 | 2,000 | 1,974 | 1,948 | 1,924 | 1,908 | 1,880 | 1,842 | 1,805 | -0.3% |
| Continuing Ed Eligible FTEs | 627 | 1,006 | 702 | 736 | 769 | 801 | 832 | 861 | 889 | 915 | 941 | 50.1% |
| *Total* | *2,437* | *3,046* | *2,682* | *2,736* | *2,743* | *2,749* | *2,756* | *2,769* | *2,769* | *2,757* | *2,746* | 12.7% |
| % Change from Prior Year | -9.5% | 25.0% | -12.0% | 2.0% | 0.3% | 0.2% | 0.3% | 0.5% | 0.0% | -0.4% | -0.4% | |
| * FY 2024 Credit and Continuing Education FTEs submitted to MHEC in August 2024; pending final approval and audit. | | | | | | | | | | | | |

The pandemic's effects lasted longer than anticipated as related to enrollment and students' needs for support. The annual unduplicated credit headcount continued its primarily pandemic-driven decline to 4,924 in FY 2023. The FY 2024 enrollment showed increases in all terms, including an increase of over 400 students in fall 2023. Fall 2024 credit enrollment is ahead of fall 2023; a final enrollment of over 4,500 students is expected. The proportion of part-time students declined slightly in fall 2023 but still

represents most credit students. The market share of first-time, full-time freshmen increased slightly while the market shares of part-time undergraduates and recent, college-bound high school graduates decreased. With the fall 2024 enrollment increases, BCCC expects to come closer to its benchmarks. The demographic and socio-economic characteristics of most students make full-time enrollment challenging. The percentage of credit students 25 years of age and older increased to 53.6%, 68.2% of spring 2022 CCSSE respondents provide care for dependents, and 46.1% work at least 20 hours per week. To accommodate various scheduling needs, the 14- and 10-week fall and spring sessions (initiated during the pandemic) are now standard in the academic calendar as are a mix of day, evening, early morning, Saturday, face-to-face, synchronous, and asynchronous classes.




The shift to a remote learning environment occurred in spring 2020 and was in place for FY 2021 and over half of FY 2022. The credit online enrollments in FY 2023 surpassed the benchmark established prior to the pandemic. The percentage exclusively enrolled in distance education decreased slightly to 12.1% from fall 2022 but remains higher than in fall 2019, the last fall before the pandemic. The proportion exclusively enrolled in face-to-face classes increased to 62.7%, above fall 2019. BCCC provides scheduling options and wrap-around services to support students who attend in person and remotely. A balance of face-to-face, asynchronous, and synchronous sections is a key consideration in creating class schedules. BCCC began expanding its winter course offerings in 2021 which resulted in enrollment increasing from 35 students in winter 2020 to 247 in winter 2021. The increases in course offerings and enrollment continued through winter 2024 with 402 students.

The Baltimore City Public School System (BCPSS) saw a decline of over 500 students in their high schools from 2022 to 2023. BCCC's number of dual-enrolled high school students reached 481 in fall 2021 but declined in fall 2022 and fall 2023. In partnership with BCPSS, the Pathways in Technology Early College High School (P-TECH) program continues at Carver Vocational Technical, New Era Academy, and Paul Laurence Dunbar high schools. Over 200 P-TECH students are expected to register for the fall 2024 12-week session. The College and BCPSS are collaborating on developmental coursework to support the Blueprint for Maryland's Future, with a focus on Pillar 3, College and Career Readiness (CCR). Academic Affairs and the Early College Access Office are working with BCPSS staff to customize developmental reading/English (REN) and math courses for high school students to meet CCR standards through dual enrollment. BCCC is optimistic about meeting its dual enrollment benchmark.

The socio-economic characteristics of most BCCC students make affordability a key issue. The College holds workshops related to financial literacy and completing the revised FAFSA. Spring 2022 CCSSE respondents reported that 62.2% use their own income/savings as a major or minor source for paying their tuition; 47.5% reported that the lack of finances is likely to be what would cause them to withdraw from class or college; and 42.3% reported that working full-time would likely be the cause. Respondents to the fall 2023 Program Review and Evaluation student survey indicated 50% work 35 or more hours per week and 30.3% work 34 or less hours per week. BCCC's mission reflects its commitment to providing quality, affordable, and accessible education to its diverse population. The College strives to keep tuition and fees at a fraction of those for Maryland public four-year institutions, 32.3% in FY 2023 (Indicator 7). The zero-dollar application fee and flat rate tuition and fee schedule for students enrolled in 12 to 18 credits has continued. Students received free textbooks in summer terms of 2020 through 2024 and free shipping in fall 2020, spring 2021, fall 2021, and spring 2022. In fall 2023, spring 2024, and fall 2024, books and shipping were free to students.

The Workforce Development & Continuing Education (WDCE) Division remains committed to responding to the needs of the City's citizens and business community and rebuilding its enrollment. The annual unduplicated headcount for continuing education students increased in FY 2022, fell in FY 2023, and increased by over 800 students in FY 2024 (Indicator 1c.). FY 2022 marked the return to in-person course offerings at the Harbor location and in the community along with virtual course options. Annual unduplicated headcount and course enrollments in continuing education basic skills and literacy courses fell in FY 2023. The annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses increased by 20 students in FY 2023. The College currently has four grants from the Maryland Office of Refugees and Asylees (MORA) which support students in ESOL courses. The MORA ESOL grant enables BCCC to serve hundreds of refugee and asylee students in English language classes. WDCE collaborates with the International Rescue Committee (IRC) and other community partners to continuously improve services for these students in Baltimore. The grant and Refugee Assistant Program classes, with IRC's partnership, provide needed referral services for students and their families. In FY 2023, the percent of students achieving at least one educational functional level decreased for Adult Basic Education (ABE) and English as a Second Language; both increased in FY 2024. ABE instructors integrate online platforms, such as Aztec Software, TABE Tutor, and Khan Academy into their lessons to increase the measurable skills gains. As part of Integrated English Language and Civics Education (IELCE)/Integrated Education Training (IET) Workforce Investment Opportunities Act funds, a spring 2024 ABE and ESOL cohort was created for Warehousing training. CASA de Maryland supported BCCC by advertising and recruiting students. This aligns with IELCE's focus on providing instruction and IET for adult English language learners and job placement in in-demand industries that lead to economic self-sufficiency.

BCCC's fall-to-fall retention rates increased for all fall 2022 sub-cohorts except the college-ready group, which represents less than 5% of the total cohort. All four sub-cohorts have surpassed the benchmarks established (Indicator 14). Pell grant recipients had the highest retention rate at 55.1% and the developmental students had the highest increase of 11.6 percentage points. The four-year developmental completer rate increased to 39.6% for the fall 2019 cohort. The Math department continues working with the Curriculum and Instruction Committee regarding which programs require both levels of developmental math, MAT 86: Integrated Pre-Algebra and Introductory Algebra and MAT 92: Intermediate Algebra. The college-level math courses required for each major are considered; only students enrolled in Science, Technology, Engineering, and Mathematics (STEM) majors are required to take both levels. As a result, more students complete their developmental math sooner. On Site "New Student Orientation" returned for the fall 2024 semester with hundreds of participants taking the placement test and learning about BCCC's programs and services. These initiatives coupled with the AY

2021-2022 implementation of multiple measures and the addition of the "probation" academic status, put BCCC closer to attaining its benchmark.

Increasing the developmental completer rate is key to increasing persister rates. While BCCC's overall successful-persister rate for all students in the fall 2019 cohort decreased, the developmental completers' successful-persister rate remained far above other sub-cohorts and declined by less than two percentage points. In fact, the graduation rate for developmental completers increased by 3.4 percentage points despite fall 2019 being in the academic year in which the pandemic occurred (spring 2020). Streamlined levels of developmental courses in math and reading/English (REN) and placement recommendations for math based on major have made a positive impact. The Academic Achievement Center (AAC) provides support services to all students. Students in REN, ENG 101, and courses with writing assignments get help with thesis development, organization, style, or grammar. Tutoring Services assists with developmental and college-level math, English, science, business, technology, accounting, and computer-aided drafting and design. AAC provides a range of learning environments and resources to include individual, small group, and online tutoring, assistance with forming study groups, academic coaching, study skills workshops, and learning spaces with computer and study stations, textbooks, manipulatives, scientific models, and hands-on laboratories. The College was awarded a continuation grant to support its "VISTA Success Coaching" project focused on increasing pass rates in MAT 107: Modern Elementary Statistics, the first college-level math course for many programs. The E-Learning department has a Canvas Orientation course and provides a Canvas Essentials Guide to train students and faculty to fully utilize the learning management system. E-Learning conducts professional development for all faculty, credit and continuing education, which includes best practices for Canvas use. BCCC continues its work to expand support services, offer flexible scheduling options, and increase faculty and staff training. Student success remains the number one strategic priority.

In spring 2024, BCCC filled the full-time Coordinator of the Student Support and Wellness Services Center (SSWSC) position, a licensed social worker, to provide additional support for students' social and emotional needs along with the full-time counselor. The SSWSC provides free and confidential counseling to students for extra support with personal concerns affecting their academic success and general well-being. Services include teletherapy, individual and group counseling, consultation and training, classroom presentations, referrals to campus and community resources, and workshops for students, faculty, and staff. Workshops include time and stress management, drug and alcohol awareness, mental health, and sleep mindfulness. The SSWSC webpage offers resources for crisis intervention, housing assistance, food/nutrition services, and substance abuse. The Panther Talks series began in FY 2024 with guest speakers on topics including Healthy Relationships, Networking, Financial Literacy, and Cultural Diversity. Student Life & Engagement coordinated events with the student clubs including a trip to the Harriet Tubman Museum and Education Center, Holi Celebration, Women and Men on the Move Luncheons, International Day of Happiness, and Color Escape painting session.

The percentage receiving Pell grants increased by 5.5 percentage points in FY 2023 and the proportion receiving any financial aid increased by 10.5 percentage points. FY 2023 marked the first year since the pandemic with federal work study (FWS) participants. The Higher Education Emergency Relief Fund (HEERF) was utilized to assist students with balances, tuition and fees, and textbooks. The fall-to-fall retention rate for the 2022 cohort of Pell grant recipients increased to 55.1%, surpassing the benchmark (Indicator 14). With 90.0% of CCSSE respondents indicating that financial aid advising is important to them, the Financial Aid Office (FAO) is committed to supporting students. The proportion of CCSSE respondents indicating that they were very satisfied with BCCC's financial aid advising services increased steadily from 34.5% in 2014 to 50.2% in 2022. Weekly "FAFSA Nights" are held to answer financial aid questions and assist current and prospective students in filing the FAFSA. In fall 2023, 70% of respondents to the Program Review and Evaluation student survey indicated they were satisfied with

the FAO. BCCC is committed to student success by allocating as much of its resources as possible to instruction, academic support, and student services. Over 44% of the College's expenditures in FY 2023 were for instruction and academic support with an additional 7.5% for student services. HEERF use increased "other" revenues and expenditures in FY 2021, 2022, and 2023. In FY 2023, institutional HEERF was used to help students by covering summer tuition, fees, and books and to assist with account balances. The planning for and implementation of the new Enterprise Resource Planning system in fall 2022 and capital improvements increased "other" expenditures in FY 2021, 2022, and 2023.

Enrollment Management

Enrollment Management territories and strategies have been split into three areas. Recruiters are responsible for Baltimore City public high schools, private high schools, and community partners within their assigned zone. Zones are split as follows:

**Zone A**: Frankford/Northwest Baltimore, Highlands, Belair-Edison, Nottingham, Orangeville Industrial Area/East Baltimore, Inner City, Upper Fells Point, Graceland Park/Southwest Baltimore, Dundalk, Seton Hill/Central Baltimore, Federal Hill, Halethorpe, Brooklyn, Curtis Bay; Latinx Community Partners

**Zone B**: Belair-Edison, Bellona-Gittings/North Baltimore, Cheswolde/Northwest Baltimore, Hamilton, Idlewylde, Pikesville, Waverly, Wyndhurst/North Baltimore, Northeast Baltimore

**Zone C**: Gwynn Oak, Walbrook/Southwest Baltimore, Irvington/Southwest, Catonsville, Hampden, Druid Heights, Carrolton Ridge/South Baltimore

**Zone D**: Baltimore City Middle Schools, Baltimore County High Schools, Surrounding Counties (i.e. Anne Arundel, Howard, Washington D.C.,); Community Partners

In each zone recruiters are responsible for reviewing schools' profiles, gathering contact information, and consistent engagement with external partners. The goal of scheduling 5-7 monthly engagements with an external partner is set for each recruiter. In addition to providing virtual appointments to prospective students concerning the admissions process. Increasing the College's presence in the Community is key to increasing enrollment and meeting the state's goal of providing access to Baltimore City residents.

The Assistant Dean of Early College and Access Programs position was created in early 2024 at the College to strengthen partnerships with Baltimore City High schools. With the arrival of Assistant Dean, the College increased the number of dual enrollment students and strengthened high school partnerships. Partnerships were maintained with Dunbar, Mergenthaler, Baltimore Design School, and Bais Yaakov. New partnerships were established with nine high schools such as Green Street Academy, Reginald Lewis High School, Patterson High School, Reach Partnership, and Vivien T. Thomas.

The College submitted a proposed memorandum of understanding to Baltimore City Public School System (BCPSS) detailing the new requirements from the Blueprint for Maryland's Future, allowing it to offer developmental courses to BCPSS students. The College plans to begin offering developmental courses Spring 2025 to high school students. The College is committed to creating developing math, English, and science courses.

The Early College and Access Program facilitated multiple collaborations with Baltimore City Public Schools to launch the plan to become BCPSS primary partner in providing dual enrollment opportunities for students.

The primary goals of the BCCC/City School's Early College Collaboration are:

1. to increase the number of college and career ready (CCR) students who earn an associate degree or industry certification upon high school graduation.
2. to increase the number of students who meet Maryland's CCR standards upon high school graduation by developing engaging and innovative dual enrollment courses.

In Spring 2024, the College partnered with the Maryland Higher Education Commission (MHEC) and the Maryland Demonstration Research Corporation (MDRC) to launch the Expanding Success Program beginning Fall 2024. The program provides retention support to 300 students from low-income families who enroll in at least 9 credits. The program provides a financial incentive of $50 to encourage students to meet with a student success advisor and/or attend programming monthly.

Student expectations of the program are to complete orientation, set up all appropriate accounts for direct deposit, enroll in at least nine, and meet with an advisor during designated months either by appointment or walk-in (in-person or virtual). As a result of participation in the Success Project the expected program outcomes are retention and Credit Accumulation: Fall to Spring and Fall to Fall ultimately lead to degree completion.

Process Improvements

1. **Password Reset Feature**

Historically, applicants must contact the Office of Information Technology and Office of Admissions for password assistance. Implementation of this feature will significantly reduce the number of incoming calls and improve student experience.

2. **Text Messaging and Bot- Text Messaging and Bot –** the College begin implementation of text messaging and an online chat bot feature. Utilization of text messaging creates a more efficient way to communicate with prospective and current students. The online chat bot allows visitors to the website to get information from each Student Support office at the College based on pre-programmed responses, or they can chat live with a BCCC representative.

3. **Banner Communication –** to enhance communications with students' new communications has been created:
   - **Admitted Not Enrolled Notice** - Notification sent to applicants informing them they are admitted but have not registered for a course(s).
   - **Registration Change Notice** – Notification is generated each time there is a change to the student's course schedule. Notice informs the students to log in to their Panther Portal.

4. **Who's Next Software** - the college implemented Who's Next, a software that provides a cloud-based queuing and visit tracking platform for colleges to streamline high traffic offices. The software records self-sign in, customer visits, tracks wait times, provides daily & weekly visit reports, text-messaging alerts, early alerts, and more. This software enhances customer services operations and creates are more functional customer service environment.

5. **Degree Works** – the College implemented degree works for several offices in Student Affairs: Student Success Center/Advising and Records and Registration. Student Affairs facilitated

training for academic program coordinators. Degree Works will be implemented for students early 2025. The system is an academic advising and degree audit tool to guide student success and streamline degree auditing.

Improvements in Testing

The Testing Center provides testing services to BCCC prospective and current students, Maryland residents as well as students from schools associated with the National College Testing Associations (NCTA). Exams administered are as followed: English and Math Accuplacer, English As A Second Language (ESL) Accuplacer, Ability to Benefit Accuplacer, BCCC academic exams, BCCC exemption testing, College- Level Examination Program (CLEP), Academic Exams for other institutions (NCTA associated schools), the ParaPro Assessment, the ATI TEAS, EC Council Testing, PearsonVue IT Certification Exams and GED Subjects Tests.oDuring the 2023- 2024 Academic Year, the Testing Center proctored 4,333 exams (23 unique exam types) to 3,317 individuals (unduplicated count) and earned a total revenue of $22,553.14. The total exams proctored increased by approximately 123% from the previous academic year (1,945) to this academic year (4,333). The total revenue increased by approximately 115% from the previous academic year ($10,510.20) to this academic year ($22,553.14).

| | **2023-2024 Academic Year** | **2022-2023 Academic Year** | **% Change** |
|---|---|---|---|
| **Exams** | 4,333 | 1,945 | 122.78% |
| **Number of Testers** | 3,317 | 1,487 | 123.07% |
| **Number of Unique Testing Services offered** | 23 | 18 | 27.78% |
| **Revenue Earned** | $22,553.14 | $10,510.20 | 114.58% |

This academic year, the Testing Center was approved and became certified as an authorized PearsonVue Certified Testing Center, Ability to Benefit Testing Site and an EC Council Certified Testing Site. As an authorized PearsonVue Certified Testing Center, we offer GED Subjects Tests and PearsonVue IT Certification Exams. The GED Subject Test allows individuals to advance their education, qualify for better job opportunities, or achieve a personal milestone. The newly offered PearsonVue IT Certification Exams allow us to provide students, professionals, and community members with the opportunity to earn globally recognized certifications in a wide range of IT fields. Ability to Benefit (ATB) allows postsecondary test takers without a high school diploma to receive Title IV financial aid when they're dually enrolled in a career pathway program and in adult education. As an EC-Council Testing Center, the BCCC Testing Center will proctor certification testing for individuals that have completed the Cybersecurity Digital Forensics Program.

Trio Student Success Support Services

The federally funded TRIO Student Support Services (SSS) Program is integral to Baltimore City Community College's mission to foster student success. Serving 230 first-generation, low-income, or disabled students during the 2023-2024 academic year, the program offers a comprehensive array of

services to support retention, graduation, and transfer while promoting personal growth and academic achievement. TRIO SSS is on pace to exceed objectives for enrollment, persistence, good academic standing, degree attainment, and graduation and transfer.

TRIO SSS provides personalized academic advising, financial literacy education, financial aid assistance, tutoring referrals, progress monitoring, transfer guidance, and advocacy. The program also connects students with critical resources, such as Student Support and Wellness Services, the Academic Achievement Center, the Financial Aid office, and Disability Support Services Center. Additionally, the program leverages online platforms like StudentLingo workshops, which offer on-demand access to 49 workshops designed to enhance academic and non-cognitive skills.

To alleviate financial stress and support academic success, TRIO SSS distributed $61,000 in grant aid and book awards, including $27,000 provided through the institutionally supported Book Award Scholarship. These efforts directly contribute to students' ability to persist and excel academically.

TRIO SSS also enriches students' college experience with engaging workshops and events, such as "Understanding Money and Credit," "Peer Mentor-Mentee Leadership Boot Camp," and the “Business Scholars Roundtable and Etiquette Luncheon.” Cultural and educational experiences, such as attending the Tony Award-winning production of The Wiz and participating in a college tour to Hampton University and Old Dominion University, provided exposure to transfer opportunities and diverse cultural experiences.

TRIO SSS provides both in-person and virtual support to help students succeed. By offering personalized services and enriching experiences, the program is a key part of BCCC’s efforts to recruit, support, and graduate students.

**Evidence Exhibit**:

5.1 BCCC FY26 Operating and Capital Budget Presentation September 13, 2024

## REALIGNMENT TASK 7

**“Establish strong relationships with key stakeholders.”**
*Vice President, Advancement*

Baltimore City Community College (BCCC), continues to establish strong relationships with key stakeholders by strengthening and expanding relationships with Federal, State, and Local officials to promote the positive outcomes achieved in providing a quality, accessible, and affordable education in an urban environment. The College continues to work with Congressman Kweisi Mfume’s office, State Senators Antonio Hayes, Senator Jill Carter, Senator Cory McCray, and Senator William Ferguson. Moreover, the College continues to build upon relationships with the Mayor’s Office, City Council President, and councilmembers. In addition, BCCC has established partnerships with the Mayor’s Office of Employment Development, Baltimore City Schools, private employers, Pan Hellenic Community, and community organizations.

**Community Outreach & Engagement**
The division participated in several meetings with key stakeholders to continue solidifying relationships and build strong partnerships. Organizations the division met with are:

***Office of City Council President***
In preparation of Middle States Commission on Higher Education (MSCHE), the division has explored including several members of public office to share their experience with BCCC and the MSCHE visiting team. The goal was to summarize the many vital touchpoints that benefit students citywide. The President of City Council's office showed an immediate interest to participate. Representatives have been helpful in collaborating with outreach and collaboration. From back-to-school events to referrals for workforce development, several opportunities were identified.

***Maryland Department of Public Safety & Correctional Services***
***Division of Pretrial Detention and Services***
BCCC has extended outreach to the Maryland Department of Public Safety & Correctional Services to broker a strong partnership that will benefit both juvenile and adult populations in the areas of education and workforce development. In addition, BCCC continues to plan a citywide conference on educational and career outreach for returning citizens.

***Enoch Pratt Free Library of Baltimore City***
BCCC participated in Baltimore's annual Booklover's Breakfast and promoted the newly formed BCCC Book Club and WBJC's BookNotes. This is the start of a collaboration with the Enoch Pratt Free Library.

***Baltimore City Police Department***
The Vice President for Advancement met with Baltimore City Police Department's new SE Commander who serves one of the most diverse police districts in Baltimore. Discussions focused on building recruitment efforts for BPD and increasing enrollment of BPD officers & perspective officers. The goal is to schedule the command to visit the campus and present on the various opportunities the police department has for Black and Latino recruits.

***COMCAST***
Comcast donated 100 laptops and a $5,000 gift to BCCC as it continues to solidify its partnership with BCCC. This is an ongoing commitment by Comcast and BCCC looks forward to expanding the opportunities Comcast provides.

***INROADS/BlueSKY Collaborative Partners***
After a series of meetings and discussions, BCCC has been invited to participate in, "The Transition Game"—a roundtable event scheduled for February 16th—for nationally selected participants to engage with various philanthropic organizations such as, the NBA Foundation, Yield Giving (MacKenzie Scott Foundation), United Way U.S.A., and TIAA to name a few.

***Greater Mondawmin Coordinating Council (GMCC)***
GMCC hosted its quarterly board meeting in March and provided updates to several exciting initiatives and programs that include BCCC. They have developed a formal partnership with United Way of Central Maryland and are now a Neighbors United (UWCM) site. As the only Neighbors United site in Baltimore, they are a true asset and partner to BCCC by both their proximity to the campus and BCCC's designated position on the Board of Directors. Neighbors United is a program that galvanizes the strengths and interests of more than 10 of GMCC's membership communities to establish a strategic plan of neighborhood transformation. BCCC faculty, students, and staff may participate and benefit from

this partnership as well. In addition, BCCC will serve as a host to several communitywide meetings as it builds on its community outreach.

***Ashburton Community Association***
As an anchoring institution in the Ashburton/Mondawmin corridor, BCCC continues to solidify key relationships with community partners. In partnership with the Ashburton Community Association, BCCC provides space for monthly community meetings and now features advertisements of those meetings on its digital marquee located at the main entrance on Liberty Heights Avenue.

***Baltimore Teacher's Network Mayoral Forum***
BCCC served as a community partner and site host for the Baltimore Teachers Network Mayoral Forum. The Facilities and Public Safety Departments of BCCC provided logistical assistance for WJZ TV13 and the BTN leadership team. More than a dozen mayoral candidates participated in the forum that included several students, faculty, and staff.

***United Way of Central Maryland (UWCM)***
The division is exploring partnership opportunities with the United Way of Central Maryland to provide advance community organizing training in partnership with the Greater Mondawmin Coordinating Council and exploring providing a robust and modern childcare facility in northwest corridor of Baltimore. Although it is exploratory at this point, regular meetings are scheduled to refine a strong working partnership.

***Neighbors United, Baltimore***
Neighbors United is a division of United Way of Central Maryland. Greater Mondawmin Coordinating Council is the Baltimore partner for Neighbors United and serves over 14 communities surrounding the College. An interest in BCCC serving as the higher education partner in offering innovative community capacity building programs citywide is currently being addressed. This is a great opportunity for the College to grow its outreach potential and recruitment opportunities.

***Hidden Genius Project***
The division is exploring partnership opportunities with the nationally recognized organization Hidden Genius Project (HGP). HGP has over 7 locations throughout the country. HGP provides training and mentorship of Black male youth in technology creation, entrepreneurship, and leadership skills to transform their lives and communities. Providing leased space as they expand into the Baltimore metro area would be a benefit to growing the network capacity of the College. This would be the first location hub on the East Coast.

***Transform Mid-Atlantic***
BCCC hosted a yearly Transform Mid-Atlantic Sage Retreat, including members from all Maryland Community Colleges.

***WBJC Staff Community Engagement***
WBJC expanded its outreach and dual brand (BCCC/WBJC) in 2024. An extension of external partners has increased co-branding opportunities that are making a positive impact in and around the Baltimore Metro area. The college has experienced an increase in both social media and web activity as a result. Outreach opportunities have resulted in:

<u>Increase in BCCC event announcements and programs:</u> WBJC has increased its announcements of BCCC affiliation and announcements for events and academic programs.

Furman University: General Manager, Richard Miles, has been selected to join the 7th annual class of the Riley Institute's *Public Media Diversity Leaders Initiative*. This program equips public media leaders with the skills to integrate diverse, equitable, and inclusive practices in their organizations. BCCC was featured in the presentation and received social media attention.

United States Library of Congress: Pianist, Simone Dinnerstein, was interviewed on WBJC about her performance of Gershwin's *Rhapsody in Blue* with the United States Air Force Band at the Bard Library.

BMore Arts: Founder and Editor-in-Chief, Cara Ober, was interviewed on WBJC for the station's BookNotes about the publication's first full-length book, *City of Artists*, highlighting personal reflections and portfolios from the city's writers and artists.

***Additional expanded partnerships include:***

- The Baltimore Choral Arts Society
- Hopkins Symphony Orchestra
- Shriver Hall Concert Series
- Baltimore Chamber Orchestra
- Annapolis Symphony
- Towson University & Johns Hopkins Osher Programs
- Everyman Theatre
- Candlelight Concert Society
- St David's Church

## REALIGNMENT TASK 8

**"Develop and market a brand for BCCC."**
*Vice President, Advancement*

The College continues developing and marketing its brand as it implements an updated campus sign campaign, brand newly purchased fleet of vehicles, and expands BCCC branded merchandise. In addition, the College has increased attendance at various community events to promote recruitment for employment and enrollment.

BCCC continues to develop and market its brand. Achievements have been made in three key areas:

- Identify and refine primary market share
- Develop marketing materials specific to targeted demographics (brochures, program cards, and catalogues)
- Increase advertising opportunities to streamline outreach (radio, digital media, and billboards)

**Awards**
BCCC is the recipient of seven (7) National Council for Marketing & Public Relations (NCMPR) awards. The NCMPR Paragon & Medallion Awards recognize outstanding achievement in design and communication at community and technical colleges nationally (Paragon) and in each of NCMPR's seven districts (Medallion). Competition is exclusive to marketing and public relations professionals at two-year

colleges. The College was recognized for its branding, graphic designs, and marketing of brochures, billboards, digital ads, and more.
The BCCC brand is promoted in sectors throughout the Baltimore Metro area.

- Radio (Radio One 92Q, WBJC)
- Digital ads (Google, Facebook, YouTube, Instagram)
- Printed Media
- Mass Transit (Bus, Metro, Light Rail wraps)
- Outdoor Digital Billboards

**Brand development and marketing of credit and non-credit programs**
BCCC continues to streamline brand and marketing initiatives that represent all divisions of the College including non-academic divisions like Public Safety and Facilities. The Department of Facilities is collaborating with Marketing to contract with a wayfinding company to update and brand all areas of the BCCC campus. In addition, the College is branding a newly purchased fleet of vehicles.

**Brand and marketing support has increased for:**
***Student Affairs:***
Enrollment Support-digital and printed materials were created to promote and the College in various ways including:

- BCCC Athletics Department
- Student Life Monthly Events
- Mayor's Scholars Program (MSP)Event
- Financial Aid Information & FAFSA Completion Assistance Information Campaign
- Dual Enrollment Brochure
- BCCC Viewbook Brochure
- Free Textbooks Campaign
- New Student Orientation

***Workforce Development Support:***

Developed the following campaign in support of Workforce Training programs:

- Grads 2 Career Social tile & flyer
- IET/CAN program flyer and social posts
- Construction flyer & social posts
- Customer Service flyer and social posts
- Pre-Apprentice Construction Core social posts
- Website development and design for programs

***Academic Affairs:***
***Program Cards***
Collaborated with Academic Affairs to edit new academic Program Cards, including:

- Comparison between MHEC program listings, Academic Catalog, and program webpages to ensure accuracy of information by confirming information in the catalogue is the same as the information on the website.

***Cybersecurity***

Collaborated with Academic Affairs to develop the following marketing support for Cybersecurity:

- Scheduled in-class photo opportunities to generate interests on social posts and website

***Emergency Medical Services***

Continued marketing campaign for enrollment in Emergency Medical Services:

- Flyers
- Posters
- Website billboards
- Social posts

Note: Received positive feedback from Baltimore City Fire Department

***Visual Arts***

Developed a BCCC marketing campaign in support of the Visual Arts Studio Tour

**REALIGNMENT TASK 9**

**"Address the information technology (IT) and infrastructure needs of BCCC, including whether oversight by the Department of Information Technology is advisable."**
*Chief Information Officer*

**ELLUCIAN BANNER ERP**

The Enterprise Resource Planning (ERP) implementation project is designated as a Major Information Technology Development Project (MITDP). The Maryland Department of Information Technology (DoIT) has been involved since the start of the project and plays an oversight role. As an MITDP project, a DOIT project manager is assigned and oversees the progress of the project. The College meets with and submits progress reports to the DoIT Project Manager monthly. Currently, the MITDP is in the Operation and Maintenance (O&M) phase of the project with the project closing date of no later than June 30, 2025.

While all modules of the Banner ERP are live, some legacy processes have not been fully adopted in the new Banner ERP. Examples of these include contractual employees not fully converted to leave-tracking in the new system and the adjunct faculty contracts process still utilizing parts of the legacy system. This causes duplicate work, reporting challenges, and other operational inefficiencies until the processes are fully adopted with the new ERP. ERP Gaps and needs sessions were held with all cabinet areas to identify existing ERP related gaps and the support needed to remediate these gaps.

As part of the O&M, a contract with Ellucian to provide advisory (managed) ERP services for a 1-year period was approved by the Board of Trustees in the April 2024 meeting and began July 1, 2024. As part of the advisory services, experts have been deployed across all key ERP domains including Banner Finance, Student, Accounts Receivable, Financial Aid, Human Resources, CRM Recruit (for student enrollment), and IT to help address outstanding ERP challenges and backlog. ITS developed a program management plan to track the initiatives and projects for each functional area as the College begins to work with the Ellucian advisor team.

Coinciding with the transition from Ellucian project implementation to advisory services, the overall MITDP project moved to the Operations and Maintenance phase, beginning July 1, 2024. This final phase of the project typically lasts one year prior to project close, and its purpose is to ensure that the system is fully functional and performs optimally. ITS is working closely with the Project Manager to ensure that all required deliverables are identified and completed.

***Insights Reporting Module***

Insights is the new reporting platform included in the contract modification effective September 2023. In conjunction with BCCC IT, functional areas and Ellucian resources, the Insights data warehouse was configured to allow for enhanced reports and dashboards from the Banner ERP. Currently, Ellucian advisory services and BCCC IT resources are gathering specifications and building reports and dashboards.

***ERP Challenges***

There are challenges that involve data cleanup, reporting and cyclical operational procedures that still need to be addressed as part of the ERP implementation.

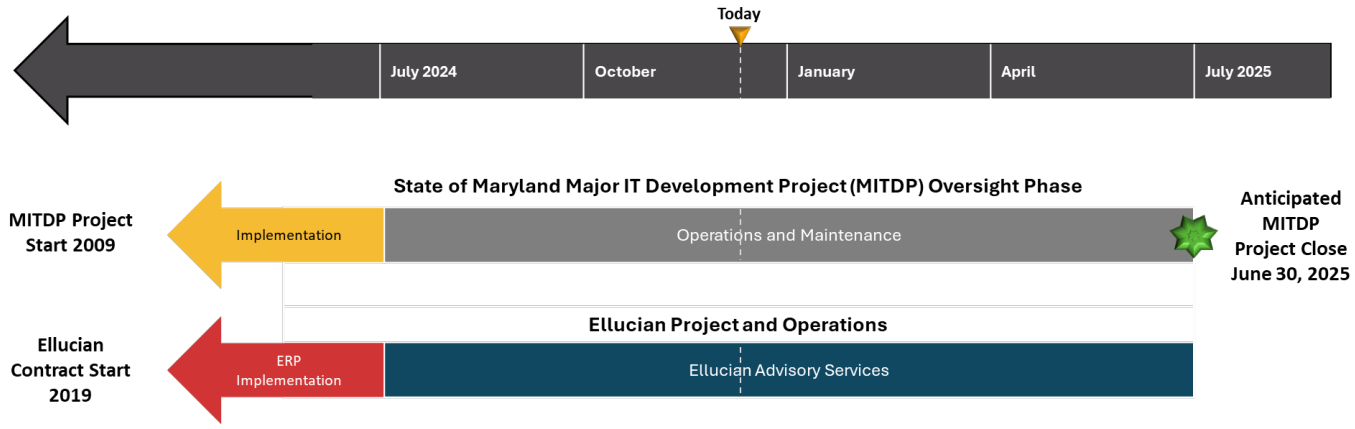
ERP Gaps and needs sessions were held with various cabinet areas including Finance and Administration and Institutional Research to identify existing ERP related gaps and the support needed to remediate these gaps.

***Project Status***

BCCC (Baltimore City Community College) maintains an overall green status from DoIT. DoIT has provided additional information on the monthly health status of the project, which includes the following criteria:

| # | Criterion | Description | Status |
|---|---|---|---|
| **1** | Scope | Work content and products of the project | Green |
| **2** | Schedule | Listing of project milestones, activities, and deliverables | Green |
| **3** | Risks | Uncertain events or conditions that can positively or negatively affect project objectives | Green |
| **4** | Quality | Project conformance with performance requirements | Green |
| **5** | Resources | Necessary assets needed to carry out project tasks | Green |
| **6** | Cost | Cash value of project activity | Green |

### *ERP Project Timeline*




## DATA CENTER MODERNIZATION PROJECT

The data center refresh project (phase 1) is complete. On-premises data center services run on modern, supported hyperconverged equipment. All on-premises services are backed up using an immutable, ransomware-protected backup system (this has become a key requirement for continued cybersecurity insurance coverage). There are two physical backups, one located at the Liberty Campus and the second one at the BioPark location.

In April 2024, the Board of Trustees approved phase 2 of the data center refresh project, which is focused on Disaster Recovery and Business Continuity. Key deliverables of phase 2 include:

- Cloud-based Disaster Recovery (DR) Nutanix NC2 on Microsoft Azure that will create additional redundancy, enhance the speed of recovery from a disaster
- Expansion of the immutable backup and recovery solution to include BCCC's data in the Microsoft cloud (Microsoft 365, Exchange Online, SharePoint, Teams)
- Migration of Aruba Wi-Fi controllers to new, modern hardware

The Microsoft 365 backup and migration of Aruba controllers is complete. In fall and winter 2024, the BCCC IT is collaborating with vendor partners and Network Maryland to implement the cloud disaster recovery. The full project is scheduled for completion in Spring 2025 and will include disaster recovery testing and updates to the business continuity runbooks.

## REALIGNMENT TASK 10

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

### Facilities Master Plan

In 2020, BCCC developed a Facilities Master Plan to provide a basis for the realignment and modernization of the college's physical facilities. The aim of all facilities-related plans is to support the college's current and future programs in accordance with the College's Master Plan.

Bard Building

Following the Notice to Proceed issued in August 2023, demolition of the downtown Bard Building (the "Inner Harbor Site") began. The College plans eventually to develop the site and create an educational facility that will advance the College's mission. In the short term, the site will serve as green space. Since the College's last report the building was demolished, soil in the area tested, and plants, bushes and trees will be installed to prepare the site to serve as green space. It is expected that the project will be completed by the end of December 2024.

Nursing Building

The building that houses the College's Nursing program is 36,668 square feet in size and was built in 1977. Building systems are original to the facility. The current building has insufficient space to meet enrollment demand and is not configured for a modern nursing education curriculum.

As part of its long-term plan, the College will replace significant building systems, including HVAC, electrical, lighting, plumbing, building envelope, and fire alarm. The renovated facility will provide nursing simulation suites that meet current hospital and accreditation standards and will include dedicated facilities for Nursing, Respiratory Care, Surgical Technology, Physical Therapist Assistant, Radiology Technician, and Occupational Therapy programs.

The projected total cost of this project is $42,609,000.

Learning Commons

Now known as the Bard Library, the building that will house the Learning Commons is 38,376 square feet in size. The Bard Library is 58 years old and functionally obsolete. Its systems and envelope are significantly beyond their useful lives and require replacement. Moreover, the Bard Library houses physical reference materials that do not meet the modern needs of libraries, which require less stack space and more flexible space for technology.

BCCC plans to renovate and expand the existing Bard Library and turn it into a Learning Commons building that will contain flexible space for study, group work, reference, socialization, and an information center. The Learning Commons will function as the core common space on the main campus.

The projected total cost of the Learning Commons project is $39,312,000.

Wellness Center

BCCC plans to develop a Wellness Center adjacent to the Physical Education Center. The current Physical Education Center is insufficient to support all existing health and wellness programs and extracurriculars. The Wellness Center will expand the recreation, health, and physical therapy spaces for students, staff, and community partners, and will include basketball, racquetball, physical therapy space, fitness space, and a running track.

The project includes full renovation of the current building. BCCC will be requesting design funding in FY2026 and construction funds beginning in FY2027.

The projected cost of the project is $50,785,000.

North Pavilion

The North Pavilion is located on the North Campus and is 24,906 square feet in size. It was constructed in 1996 as a mental health and drug treatment center. The building has been closed since 2015 and would not be usable as an academic space without significant renovation. Currently, the building is unsafe and uninhabitable. BCCC plans to demolish the building and convert the site into a student parking lot.

The total projected cost of the project is $1,681,000.

Facilities Planning and Operations

The College's existing storage space consists of several sheds dispersed across campus: all of them in poor condition. The campus currently houses a trailer (5,640 square feet in size) that has exceeded its useful life, with failures of the roof, exterior walls, interior finishes and building systems. The College's plan is to rid itself of the trailer and construct a new permanent facility to house offices, a campus shop, a garage and a centralized storage area.

The estimated total cost of the project is $7,600,000.

Deferred Maintenance

The College plans to undertake the following deferred maintenance projects:

- Replace LSB air handling units and controls Estimated cost: $13,000,000
- Replace air handlers and hot water boilers at West Pavilion Estimated cost: 1,650,000
- Replace hot water boilers and water heaters at Fine Arts Estimated cost: $1,100,000
- Replace South Pavilion air handler units and controls Estimated cost: $2,600,000
- Electrical grid upgrade—Phase 1 Estimated cost: $2,500,000
- Emergency generator upgrade Estimated cost: $4,872,000
- Campus sub-metering and lighting upgrades Estimated cost: $5,740,000

- Replace windows at the Main Building Estimated cost: $1,000,000
- Campus Wayfinding signage Estimated cost: $550,000

**Evidence Exhibit**:
10.1 BCCC Facilities Master Plan Submission October 20, 2020
10.2 President's Report to the Board, September 2024

## REALIGNMENT TASK 11

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

### REALIGNMENT LEGISLATION

In 2017, the Maryland General Assembly enacted what has come to be known as the "Realignment Legislation." (See Education Article, section 16-501, et seq.) The Realignment Legislation was an unprecedented intervention by state legislature into the day-to-day functioning of a community college. It mandated that Baltimore City Community College (BCCC) carry out 12 Realignment Tasks but gave no metrics for determining whether any given realignment criterion had been met. It also failed to specify an end-date for Realignment, so that whatever the Realignment Legislation brought with it—added scrutiny, stigma, additional reporting requirements—stayed with the College forever.

Being under Realignment is itself a burden. The skepticism and added scrutiny from the legislature, other state agencies, and BCCC stakeholders generally imposes on BCCC the demand that it performs more efficiently than its sister institutions to be considered their equal. Moreover, the stigma of being perceived as a failed institution is not limited to attitudinal discrimination. As outlined below, the Realignment Legislation also imposes on BCCC additional reporting requirements not faced by other community colleges or other state institutions of higher learning.

### STATE REPORTING REQUIREMENTS

BCCC faces increased state-reporting requirements for three distinct reasons: First, because it is under Realignment, BCCC must submit additional reports on an annual basis including the following:

1) Enrollment and Mayor's Scholars Program (Task 5);
2) Faculty Contract System and Realignment (Task 6);
3) Information Technology Master Plan (Task 9);
4) Report on Information Technology Infrastructure Renovations (Task 9); and
5) Realignment Plan Update (Task 1-12).

Second, BCCC has more reporting requirements than other community college in Maryland because it is an independent agency of the State. BCCC is the only community college in Maryland that has a quasi-State agency status. Due to that status, the College has over 100 reporting requirements that are not

mandated for any of the other 15 Maryland community colleges. (See attached table listing reports.) For example, the Managing for Results (MFR) submission is required by the Department of Budget and Management (DBM) for all State agencies. The MFR is Department of Budget and Management (DBM's)strategic planning, performance measurement, and budgeting process that emphasizes the use of resources to achieve measurable results, accountability, efficiency, and continuous improvement in State government programs. Each agency must submit its mission, vision, goals, objectives and performance metrics which must be approved by DBM. In another example, because the College's employees are considered State employees for some purposes, DBM requires that BCCC submit the Quarterly Vacancy Report which is not required of the other community colleges.

Third, BCCC is the only one of the Maryland state-sponsored higher education institutions that is a community college. By virtue of being a community college, BCCC has more reporting requirements than Maryland's four-year, independent, and private post-secondary institutions for the Maryland Higher Education Commission (MHEC). Reporting requirements include data and/or narrative related to facilities, finances, financial aid, human resources, and credit and continuing education students' enrollment, progress, and outcomes. The majority, but not all, of the requirements are listed on MHEC's website as part of their Maryland Annual Collection (MAC) Schedule (https://data.mhec.state.md.us/). There are separate MAC schedules for community colleges, public four-year institutions, independent institutions, and private institutions. There are over 50 requirements listed for community colleges as compared to less than 30 for public four-year institutions, and less than 20 for independent and private institutions.

Moreover, BCCC is unique in terms of its funding structure for Maryland community colleges. The other 15 community colleges are funded through the Cade formula which provides them with a percentage of the funding given to Maryland's public colleges and universities. The Maryland Association of Community Colleges (MACC) was formed to advocate for all 16 community colleges in Maryland. However, most of the advocacy relates to the Cade formula which excludes BCCC. Despite that, BCCC must adhere to the additional reporting requirements for MACC which range from surveys on tuition and fees and financial aid to extensive studies such as the Federal Reserve Bank Study and Economic Impact Study. In addition, community college Institutional Research offices develop and compile the data for MACC's annual data book/data dashboards which report student enrollment and outcomes data as well as employee data.

## STATE-MANDATED TELEWORK

The state of Maryland has embraced remote work and directed all state agencies to "establish a telework program applicable to the appropriate official's branch of government or public institution of higher education." (See Maryland State Personnel & Pensions Article, § 2-30.) As a state agency, BCCC is pressured to adopt a regular telework policy.

The primary obstacle BCCC faces in implementing a regular teleworking policy is the lack of infrastructure. The Realignment Legislation recognized the College's dire infrastructure needs. Realignment Task 9 specifically directed BCCC to "address the information technology and infrastructure needs" of the College. Those needs have in part been addressed by the adoption of a new Enterprise Resource Planning (ERP) system. Since the Realignment Legislation came into being, the College has signed a multi-year agreement for the establishment of a web-based ERP system, transferred vast amounts of data from legacy systems to enable the College to move forward, trained employees in the use of the new ERP system, and worked under the oversight of the Department of Information Technology (DoIT). DoIT has consistently given the college a "green" status and the College anticipates an end to state oversight in June 2025.

Although the new ERP represents progress and is  significant step in the right direction, there remains a need to address systems and operations that have not been updated in over a decade in some instances. Moreover, the impediments the College faces are not limited only to infrastructure.  Many of the processes that are necessary for a functioning institution are simply not in place at BCCC.  The College is in the process of establishing necessary processes and building a skilled workforce. In-person training is imperative as BCCC provides qualified front-facing personnel to service its students.

In short, BCCC is not currently equipped with the infrastructure or resources to implement a regular telework policy. The College's Labor Management Committee has worked diligently for over a year to negotiate a manageable telework policy that does not compromise the College's mission to provide a quality, accessible, and affordable education to students in the City of Baltimore and surrounding counties. Those efforts have not yielded a result that is satisfactory to both labor and management.

## REALIGNMENT TASK 12

**"The Board of Trustees shall review, and if necessary, revise the BCCC strategic plan."**
*Office of the President & Cabinet*

## ACCREDITATION

BCCC employed a Standards-Based Approach to prepare the Middle States Commission on Higher Education (MSCHE) Self-Study Report. This approach allowed the College to evaluate progress aligned with the State-legislated twelve (12) Realignment Tasks. Additionally, the Standards-Based Approach:

- Facilitated a comprehensive review of the College's programs, services, and operations.
- Realigned the College's plans for continuous improvement to be consistent with the new MSCHE Standards.
- Assigned one Standard to each working group, providing clear distinction of duties between the groups.
- Brought focus to the Standards of particular concern to MSCHE in the past, particularly Standards II, III, VI, and VII, which fall under current Standards II, V, and VI.
- Facilitated cooperation, transparency, and engagement across the institution.

**Evidence Exhibit**:

12.1 Middle States Commission on Higher Education (MSCHE) Self-Study Faculty & Staff "Readiness Session #8" April 26, 2024

**Steering Committee**
The Steering Committee, comprised of two Co-Chairs— the Director of Institutional Research and the Assistant Vice President for Curriculum & Instruction—and the nearly 80 faculty and staff who served as Working Group Co-Chairs, provided transparent communication and leadership to successfully complete the Self-Study.

**Self-Study Steering Committee**

| Title | Self-Study Role |
|---|---|
| Director of Institutional Research | Steering Committee Co-Chair |
| AVP for Curriculum & Instruction | Steering Committee Co-Chair |
| Director of Marketing | Standard I Co-Chair |
| Professor and Program Coordinator, Physical Therapist Assistant Program | Standard I Co-Chair |
| Director of Disability Support Services | Standard II Co-Chair |
| Director of Budgets and Contracts | Standard II Co-Chair |
| Associate Dean of Nursing & Health Professions | Standard III Co-Chair |
| Director of E-Learning | Standard III Co-Chair |
| Associate Dean for Arts & Social Sciences | Standard IV Co-Chair |
| Interim Vice President for Student Affairs | Standard IV Co-Chair |
| Director of Assessment | Standard V Co-Chair |
| Faculty Senate President, Program Review & Evaluation Committee Chair, Professor of English and Theatre | Standard V Co-Chair |
| Deputy Chief Information Officer | Standard VI Co-Chair |
| Executive Director of Procurement | Standard VI Co-Chair |
| Controller | Standard VII Co-Chair |
| Bursar / Director of Student Accounting | Standard VII Co-Chair |
| Vice President for Institutional Effectiveness, Research & Planning | Self-Study Coordinator<br>Accreditation Liaison Officer |
| Vice President for Academic Affairs | Self-Study Coordinator |

| Title | Self-Study Role |
|---|---|
| Administrative Assistant, Academic Affairs | Administrative Support |

The Steering Committee coordinated training for the Self-study process and related technology, set timelines, and managed deadlines throughout the Self-Study. The Self-Study Coordinators—ALO / Vice President of Institutional Effectiveness, Research & Planning and Vice President of Academic Affairs—supported the Steering Committee Co-Chairs and oversaw the Self-Study process. The Self-Study Coordinators and Steering Committee Co-Chairs met weekly to bring critical matters and gaps to the President for intervention while a Cabinet Resource Support Team provided executive-level guidance and narrative throughout the Self-Study.

**Working Groups**
Working Groups were comprised of faculty and staff from diverse areas of the College and created for each Standard, Verification of Compliance, and Communications & Events. The Standards Working Groups researched across the College for over a year to collect evidence and narrative for compilation into chapters. The Verification of Compliance Working Group determined the College's compliance with federal regulations and MSCHE Requirements of Affiliation. The Communications & Events Working Group ensured that the Self-Study process was communicated transparently, consistently, and offered participation to all members of the College community.

**Outcomes**
The 2013-2014 MSCHE Self-Study and associated site visit identified areas for improvement at that time, namely Standard II (Planning, Resource Allocation, and Institutional Renewal), Standard 3 (Institutional Resources), Standard VI (Integrity), and Standard VII (Institutional Effectiveness). In the current MSCHE standards, these themes primarily align to Standard II Ethics and Integrity, Standard V Educational Effectiveness Assessment, and Standard VI Planning Resources and Institutional Improvement. Given the work already undertaken to meet compliance, these areas remained a priority for evaluation and continuous improvement within the Self-Study.

Through the 2023-2024 Self-Study process, the College achieved the following outcomes:

1. Demonstrated how the institution currently meets the Commission's Standards for Accreditation and Requirements of Affiliation.
2. Focused on continuous improvement in the attainment of the institution's mission and its institutional priorities.
3. Engaged the institutional community in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the institutional community.
4. Demonstrated progress on the Realignment Plan toward achieving key performance indicators, informing the future strategic plan of the College.
5. Expanded the current academic assessment model into an institutional assessment model, measuring the College's effectiveness in achieving its strategic priorities.

The timing of the Self-Study coincided with the end of the current Strategic Plan. The work of the Self-Study is an extension of the College's focus on continuous improvement and institutional effectiveness. The identification of Outcome 5 recognizes the opportunity for the Self-Study to demonstrate a long-term approach towards 'closing the loop' in academic and non-academic assessment.

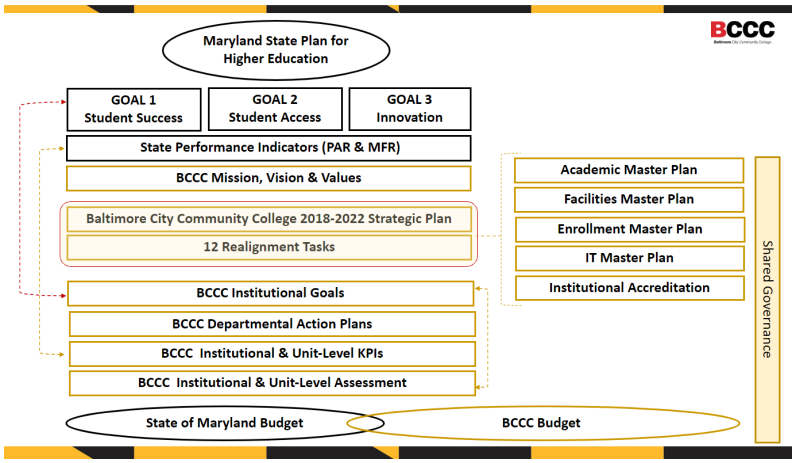
BCCC's narrative and evidence presented in support of each of the MSCHE standards demonstrate its willingness, efforts and progress toward meeting the priorities set for it by the Realignment legislation.

Engaging in this Self-Study has itself been a valuable experience that required extensive collaboration among BCCC faculty and staff and helped the College to identify areas where it is functioning strongly, as well as areas that need improvement. On November 21, 2024, MSCHE notified the College that the Institutional Accreditation was reaffirmed. The next Self-Study is scheduled for 2031 – 2032. (12.2A MSCHE Statement of Accreditation Letter, Reaffirmed)

## STRATEGIC PLANNING

One of the outcomes of the Realignment Task 12 and the 2024 Middle States Commission on Higher Education (MSCHE) Self-Study is the development of the College's next, comprehensive strategic plan. The College has aligned its strategic plan with the three goals of the current *State Plan for Higher Education*.

1. Access – Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.
2. Success – Promote and implement practices and policies that will ensure student success.
3. Innovation – Foster innovation in all aspects of Maryland higher education to improve access and student success.



Source: Presentations to faculty and staff August 2024.

The Board of Trustees approved the College's annual 2024 Performance Accountability Report (PAR) on September 18, 2024, which outlines the institution's performance against its 28 Key Performance Indicators (KPIs) and 11 student characteristics. The College's progress in meeting our benchmarks is monitored carefully. For this submission, the Secretary of Higher Education has asked institutions to indicate if they will meet their benchmarks and detail initiatives designed to improve BCCC's progress in meeting its goals. Thus, a proactive and comprehensive Institutional Assessment section is critical. BCCC's PAR submission was well approved by the governing and submitted to MHEC by October 1, 2024.

Strategic Plan Development & Implementation

The College is in the first phase of the strategic planning process. President McCurdy and her Cabinet participated in a two-day retreat lead by the consulting firm. The Board of Trustees and the faculty, staff and students began planning activities in December 2023 and will conclude in December 2024. The firm will provide plan development, implementation and operational support over two years.

**Evidence Exhibit**:

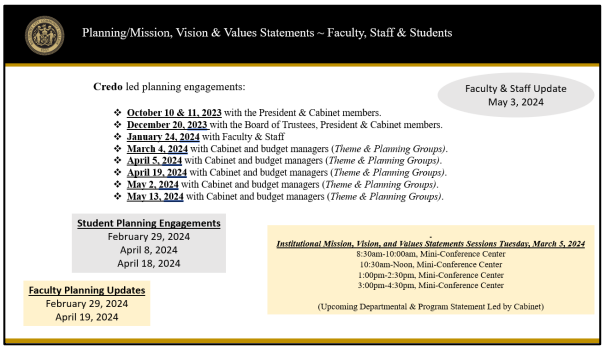
12.2 CREDO Baltimore City Community College Community Engagement January 24, 2024
12.3 BCCC Community Day Numbers

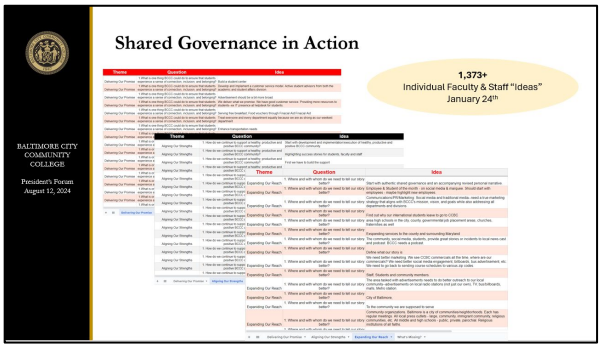



Source: OIIERP presentation to Faculty Senate December 15, 2023.

The 2024-2029 Strategic Plan Framework was developed over 11 months with participation from faculty, staff, students and the Board of Trustees. The President charged the Theme & Planning Group to (1) Review and analyze the Board, Cabinet and Faculty & Staff engagement data; (2) Create the descriptive narrative for each strategic theme; (3) Build the Strategic Plan based on community input; (4) Set the measures and the targets for each initiative and ensure alignment with the Plan's Key Performance Indicators (KPIs); (5) Monitor the progress of the Plan, assess Plan outcomes, and make improvements to the Plan.

The first three (1-3) elements of the President's charge have been completed. The draft 2024-2029 Strategic Plan Framework aligns with key State plans and will be brought forward to the Board of Trustees for consideration and approval fall 2024. The Theme & Planning Group has reviewed and analyzed the Board of Trustees, Cabinet, Faculty & Staff engagement data; created descriptive narrative for each strategic theme; and built the draft *2024-2029 Strategic Plan Framework* based on community input. The Plan is approved by the College's Board of Trustees. After approval, the College will develop unit-level plans to support Plan initiatives.




The Maryland Department of Budgets FY 2026 Management Managing for Result (MFR) Measures & Indicators and the Maryland Higher Education Commission (MHEC) FY 2025 Performance Accountability Benchmarks serve as long-standing institutional KPIs and quantify the College's performance and overall effectiveness. Plan specific KPIs will be developed as work continues with the strategic planning consultants to develop unit-level plans with the Cabinet and budget managers for all departments. The Plan will seamlessly align with the College's budget. President McCurdy and the Vice President of Institutional Effectiveness, Research & Planning (VP IERP) presented the details of the draft 2024-2029 Strategic Plan Framework to the faculty and staff on August 2024.

**Evidence Exhibit**:

12.4 CREDO Baltimore City Community College Planning Team March 4, 2024
12.5 Theme & Planning Group Session "MD State Plan for Higher Education and BCCC Key Performance Indicators (KPIs)" April 3, 2024
12.6 2024-2029 Draft Strategic Plan Framework

The College is also preparing to align the Strategic Plan with and update the various master plans, including the Academic Master Plan, Enrollment & Retention Master Plan, Information Technology Master Plan, and Business Continuity Master Plan.

To ensure Plan sustainability, the Planning & Assessment Software Solution (PASS) Group, a cross-representative group of faculty and staff, participated in the selection process for the planning, assessment, and budget tool from Strategic Planning Online (SPOL). SPOL is the sole vendor offering system-wide modular integration. SPOL offers a unique cloud-based software that addresses each facet of institutional effectiveness in one fully integrated solution and are a sole source for this level of interoperability and connectivity between strategic planning, budgeting, assessment, faculty credentialing, and accreditation management. Product information video links are embedded.

Over the course of 11 months, the College has implemented a four-step process towards selecting a tool to manage the planning, assessment, and budgeting activities. Please find highlights of the process below. A meeting with the Cabinet and key staff in the VP IERP's office was held on Thursday, August 8th, to provide an overview of the selected planning tool. On Friday, August 9th, the Academic AVPs, Deans, Associate Deans and E-Learning Director had a focused session on assessment with the vendor on Friday, August 9th. Additional sessions to introduce faculty and key staff to the tool during the professional development week, August 12-20, 2024.

**Evidence Exhibit**:

12.7 Research MCCs
12.8 SPOL Continuous Quality Improving

**Step 1**: The Office of Institutional Effectiveness, Research & Planning (OIERP) staff researched the planning and assessment tools of the Maryland community colleges+.

| Institution | PASS | analytics | surveys | LMS | SIS |
|---|---|---|---|---|---|
| Allegany College of Maryland | None | None | Watermark | | |
| Anne Arundel Community College | HelioCampus | Tableau | IOTA | Canvas | |
| Baltimore City Community College | Nuventive Improve | Excel | SurveyMonkey Watermark | Canvas | Banner |
| Carroll Community College | None | None | Watermark | | |
| Cecil College | None | Tableau | Watermark | | |
| Chesapeake College | Nuventive | None | Watermark | | |
| College of Southern Maryland | None | None | CampusLabs | | |
| Community College of Baltimore County | Other | Power BI | SmartEvals | Blackboard | SIMON |
| Frederick Community College | TK20 | Power BI | Watermark | Blackboard | Peoplesoft |
| Frostburg State University | HelioCampus | | | | |
| Garrett College | Watermark | Jenzabar | Watermark | Blackboard | |
| Hagerstown Community College | None | None | Watermark | | |
| Harford Community College | TK20 | HelioCampus | Watermark | Blackboard | |
| Howard Community College | Canvas ASR | ASR | Idea Survey | Canvas | |
| Montgomery College | TK20 | | Watermark | Blackboard | |
| Morgan State University | None | Tableau | Other | | |
| Prince George's Community College | HelioCampus | HelioCampus | Watermark | | |
| Towson University | | | | Blackboard | |
| University of Maryland | in-house system | | | Canvas | |
| University of Maryland Global Campus | HelioCampus | | | | |
| Wor-Wic Community College | None | None | SmartEvals | | |

**Step 2**: OIERP in consultation with Information Technology Systems vetted the features of eleven vendors. The Program Review & Evaluation Planning Group, Information Technology Committee leadership representative and the Student Learning Outcomes and Assessment Committee leadership were kept apprised of the process.

| division | feature | Nuventive Improve* | Centrieva Weave | Concord USA Xitracl | Creatrix Campus | eLumen | HelioCampus | Nuventive Improvement | SPOL | Watermark | Business Objects | in house |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Academy | Clinical/Internship Placement (or Integration) | no | | | no | no | | no | | yes | yes | yes |
| Academy | Course Catalog (or Integration - Acalog) | no | | | yes | no | | no | | yes | yes | yes |
| Academy | Course Evaluation (or integration - Course Eval. & Surveys | no | | | yes | | yes | no | | yes | yes | yes |
| Academy | Curriculum Management (or Integration - Curriculog?) | no | | | yes | yes | | no | | yes | yes | yes |
| Academy | LMS Integration (Canvas) | no | yes | yes | yes | yes | yes | no | yes | yes | yes | yes |
| Academy | Program Review & Evaluation | no | yes | yes | yes | yes | yes | yes | yes | yes | yes | yes |
| Academy | Student Portfolio (or Integration) | no | | | yes | yes | yes | no | | yes | yes | yes |
| Academy | Syllabus Management (or Integration) | no | | | yes | no | yes | no | | yes | yes | yes |
| IR | Faculty/Employee Portfolio (or Integration) | no | yes | yes | yes | no | yes | no | yes | yes | yes | yes |
| IERP | Data Analysis | no | yes | yes | yes | no | yes | yes | yes | no | yes | yes |
| IERP | Data Query and Export (.csv) | yes | | | yes | yes | yes | yes | yes | yes | yes | yes |
| IERP | Non-Academic Assessment | yes | yes | yes | yes | no | yes | yes | yes | yes | yes | yes |
| IERP | Programmatic Accreditation | no | yes | yes | yes | no | yes | yes | yes | yes | yes | yes |
| IERP | Regional Accreditation | no | yes | yes | yes | no | yes | yes | yes | yes | yes | yes |
| IERP | Strategic Planning | yes | yes | yes | yes | no | yes | yes | yes | yes | yes | yes |
| ITS | HECVAT documentation provided | | | | | | | | | | yes | yes |
| ITS | Single Sign-On using SAML (preferably Azure AD) | no | | | yes | | yes | | yes | yes | yes | yes |
| ITS | SOC II Type 2 Audit documentation provided | | | | | | | | | | yes | yes |
| ITS | Software as a Service | yes | yes | | yes | | yes | yes | | yes | yes | yes |
| ITS | Student Information System Integration | no | no | no | yes | no | yes | no | yes | yes | yes | yes |
| ITS | VPAT documentation provided | | | | | | | | | | yes | yes |
| Student Affairs | Learning Placement Integration (ACCUPLACER) | no | | | yes | no | | no | | | yes | yes |
| Student Affairs | Student Success (or Integration) | no | | | yes | no | yes | yes | yes | yes | yes | yes |
| Student Affairs | Early Alert (or Integration) | | | | | | | | | | yes | yes |
| | Company Services and Knowledge of CCs, ideally MDCCs | | | | no | yes | yes | | | yes | no | yes |
| | 25 d | 9 | 8 | 19 | 6 | 17 | 9 | 12 | 19 | 24 | 25 | |
| | "yes" rate: 16% | 36% | 32% | 76% | 24% | 68% | 36% | 48% | 76% | 96% | 100% | |
| | preliminary meeting/demo NA | 2023-09-27 | 2023-06-27 | 2023-09-21 | 2023-08-24 | 2023-12-15 | 2023-04-04 | 2023-08-18 | 2023-08-23 | NA | NA | |
| | product specialist meeting/demo NA | 2023-11-1/1 | NA | 2023-10-16 | NA | 2023-12-15 | NA | 2023-10-01 | 2023-09-01 | NA | NA | |
| | follow-up meeting/demo NA | NA | NA | 2023-11-02 | NA | 2023-12-18 | NA | 2023-10-19 | 2023-10-12 | NA | NA | |
| | | | | | | 2024 02 24 | | 2024 02 24 | | | | |
| | key stakeholder demo NA | NA | NA | NA | NA | 2024-04-08 | NA | 2024-04-08 | 2024-02-19 | NA | NA | |
| | institutional demo NA | NA | NA | NA | NA | | NA | | NA | NA | NA | |

**Step 3**: The Planning & Assessment Software Solution (PASS) Group representing a cross-representative group of subject matter experts vetted the planning and assessment tools of three vendors. The top three tools integrate with Banner and Canvas.

PASS participated in hands-on demonstrations with two vendors. The third vendor was eliminated because the company could not offer a hands-on demonstration. Based upon the hands-on engagements, PASS recommended Strategic Planning Online's tool which was the only product with a dedicated module for unit-level operational and budget planning for higher education as well as integrate with Banner and Canvas. PASS's recommendation was approved. The College will implement the Planning, Assessment and Budget modules first and later implement the faculty credentialing and accreditation modules.

**Step 4**: OIERP will organize orientation sessions during the 2024-2025 academic year for the Cabinet, Academic Leaders, Budget Managers, Faculty and Staff regarding the Strategic Planning Online (SPOL) and plan implementation. The Strategic Plan Framework will be uploaded into the tool. The respective program and department leaders will manage operational and strategic efforts in SPOL moving forward.




## STRATEGIC PLAN IMPLEMENTATION & UNIT-LEVEL PLAN DEVELOPMENT

***Executive Sponsor Strategic Plan Implementation (Cabinet)***
This is a vendor-led facilitation meeting with Campus Leadership. During this meeting, Credo will share

information about the process of implementing strategic plans, the roles and responsibilities of cabinet members and initiative owners, and the project planning process.

***Milestone Development Workshops (Initiative Project Planning)***
This is a workshop led by Credo for Initiative Owners (Budget Managers). The first part of the workshop outlines the role of Initiative Owners and Executive Sponsors and review the steps in the Milestone Development process. During the second part of the workshop, Initiative Owners will begin the Milestone Development process with a goal of identifying at least one milestone by the end of the workshop.

***Virtual Office Hours***
As a follow-up to the Milestone Development Workshop, Credo offers Initiative Owners the opportunity to meet with a Credo team member for 30 minutes to discuss the project plan for their initiative. This is an opportunity for personalized support for individuals/small groups receive additional assistance.

***Strategic Plan Tool Implementation***
The College is partnering with Strategic Planning Online (SPOL). SPOL is unique in its ability to align institutional goals with departmental goals and assessment outcomes, showing the connections between the various departments and stakeholders involved in the holistic institutional effectiveness effort. SPOL users can see how institutional goals are supported by the departmental/unit-level strategic planning objectives, budget resources, and assessment efforts campus wide.

The College is planning to implement **Phase One** of the SPOL modules in the following order, (1) planning, (2) budgeting, and (3) Assessment in fall 2024 and early spring 2025. SPOL indicated that tool customization will take approximately 4 weeks for the planning module, 3 weeks for the budget module and 5 weeks to develop the assessment module. **Phase Two** will include the implementation of the (4) faculty credentialing and (5) accreditation modules in late spring 2025. Click for more information on the SPOL planning, budget and assessment modules.

***Implementation Support (Monthly)***
Implementation support is a time when the College begins implementing the strategic plan initiatives and is monitoring the progress of the initiatives and key performance indicators. During this time, Credo will provide implementation support through advising calls. These are 30-minute meetings to discuss the progress of the strategic plan. The topics for discussion may include, but are not limited to, cultural change management, strategic plan updates to the Board of Trustees, strategic plan management, implementation tools, initiative owner progress updates, data visualizations, year 1 initiative conclusion, year 2 initiative preparation and launch.

Evidence Exhibits:

- 12.1 Middle States Commission on Higher Education (MSCHE) Self-Study Faculty & Staff "Readiness Session #8" April 26, 2024
- 12.2A MSCHE Statement of Accreditation Letter, Reaffirmed
- 12.2 CREDO Baltimore City Community College Community Engagement January 24, 2024
- 12.3 BCCC Community Day Numbers
- 12.4 CREDO Baltimore City Community College Planning Team March 4, 2024
- 12.5 Theme & Planning Group Session "MD State Plan for Higher Education and
- BCCC Key Performance Indicators (KPIs)" April 3, 2024
- 12.6 2024-2029 Draft Strategic Plan Framework
- 12.7 Research MCCs
- 12.8 SPOL Continuous Quality Improving

# Task One Evidence

| Exhibits | Report Page Number |
|---|---|
| 1.1 MBON Annual Report PNU | 5 |
| 1.2 MBON Annual Report NUR | 5 |
| 1.3 Purchase Orders for Nursing Equipment Purchase | 5 |
| 1.4 ACEN Continuing Accreditation Site Visit Agenda | 5 |
| 1.5 ACEN Baltimore City Community College Action Letter Accreditation Site Visit | 6 |
| 1.6 MBON April 2024 MBON Final Baltimore City Community College Full Cycle Site Visit Report | 6 |
| 1.7 Action Plan Report to MBON | 6 |
| 1.8 Baltimore City Community College - Response to Factual Report | 6 |
| 1.9 Baltimore City Community College Trans Letter | 8 |
| 1-10 Baltimore City Community College Response to CoAEMSP | 9 |
| 1.11 EMS CAAHEP Approval | 10 |
| 1.12 CAHIIM Annual Report | 10 |
| 1.13 CAPTE Program AAR 2023 | 10 |
| 1.14 CoARC Letter | 11 |
| 1.15 BUA 100 Syllabus | 11 |
| 1.16 BUA 112 Syllabus | 11 |
| 1.17 CLT 100 Syllabus | 11 |
| | |
| | |
| | |
| | |

## I. PROGRAM INFORMATION

| | |
|---|---|
| **PROGRAM:** | Practical Nursing Certificate Program |
| **ADDRESS:** | 2901 Liberty Heights Avenue<br>Baltimore, MD 21215 |
| **PROGRAM ADMINISTRATOR:** | Mrs. Dorothy Holley, MSN, RN, Associate Dean, Nursing<br>Mrs. Roshelle Lemon-Howard, EdD, MSN, RN, Program Coordinator, Practical Nursing |
| **TYPE OF PROGRAM:** | ☑ PN Community College<br>☐ PN Vocational<br>☐ RN Diploma<br>☐ RN Associate Degree<br>☐ RN Baccalaureate Degree<br>☐ RN Direct Entry Masters |
| **OTHER PROGRAMS OFFERED:** | ☐ RN-BSN ☐ Traditional ☐ Online<br>☐ Master's ☐ Traditional ☐ Online ☐ Concentration: _____<br>☐ DNP ☐ Traditional ☐ Online ☐ Concentration: _____<br>☐ PHD ☐ Traditional ☐ Online ☐ Concentration: _____<br>☐ Other _____ |
| **TELEPHONE NUMBER:** | 410-462-7765 |
| **FAX NUMBER:** | 410-225-4633 |
| **E-MAIL ADDRESS:** | dholley@bccc.edu and rlemon-howard@bccc.edu |
| **PROGRAM WEBSITE:** | https://www.bccc.edu/Page/1256 |

## II. APPROVAL AND ACCREDITATION

| AGENCY/ORGANIZATION | LAST REVIEW DATE | NEXT REVIEW DATE | APPROVAL STATUS (DATES) | | | DENIED |
|---|---|---|---|---|---|---|
| | | | Initial | Full | Conditional | |
| MBON | 11/17/20 | Fall 2025 | | X | | |
| ACEN | N/A | N/A | | | | |
| CCNE | N/A | N/A | | | | |
| NLN CNEA | N/A | N/A | | | | |
| OTHER: (Specify) | N/A | N/A | | | | |

## III. APPLICANT/STUDENT DATA

| PROGRAM PERFORMANCE DATA | 2019 | 2020 | 2021 | 2022 | 2023 |
|---|---|---|---|---|---|
| A: TOTAL NUMBER OF APPLICATIONS RECEIVED | 29 | 52 | 38 | 44 | 33 |
| B: TOTAL NUMBER OF QUALIFIED APPLICATIONS RECEIVED | 25 | 27 | 19 | 20 | 18 |
| C: TOTAL NUMBER OF QUALIFIED APPLICANTS NOT ADMITTED | 3 | 5 | 0 | 4 | 3 |
| D: NUMBER ENROLLED AS NEW STUDENTS AND IN ATTENDANCE THE FIRST DAY OF NURSING PROGRAM | 22 | 22 | 19 | 16 | 14 |
| G: NUMBER OF PROGRAM GRADUATES | 16 | 11 | 13 | 11 | 23 |

| | 2019 | 2020 | 2021 | 2022 | 2023 |
|---|---|---|---|---|---|
| NCLEX SCORES | 93.75% | 80% | 73.33% | 66.67% | 65.32% |

## IV. NURSING FACULTY DATA

*If needed, label and add nursing faculty data to the end of this report.

| NAME | RANK AND TITLE | HIGHEST DEGREE | SPECIALTY AREA/FOCUS/ RESPONSIBILITIES (clinical, didactic, lab ) | FTE STATUS |
|---|---|---|---|---|
| Roshelle Lemon-Howard, EdD, MSN, RN | Assistant Professor/ PN Program Coordinator | Doctorate | Fundamentals (Didactic/Clinical/Lab) Medical/Surgical (Didactic/Clinical/Lab) | ☑ FULL-TIME ☐ PART TIME |
| Caprice Warren, MSN, CM, RN | Adjunct Faculty | Masters | Fundamentals (Clinical/Lab) Medical/Surgical (Clinical/Lab) | ☐ FULL-TIME ☑ PART TIME |
| Danielle Capel-Robinson, MSN, CRNP, RN | Adjunct Faculty | Masters | Fundamentals (Clinical) Medical/Surgical (Clinical) | ☐ FULL-TIME ☑ PART TIME |
| Cheretta Gibson, BSN, RN | Adjunct Faculty | Baccalaureate | Fundamentals (Clinical) Medical/Surgical (Clinical) | ☐ FULL-TIME ☑ PART TIME |
| | | | | ☐ FULL-TIME ☐ PART TIME |
| | | | | ☐ FULL-TIME ☐ PART TIME |

| | | | | |
|---|---|---|---|---|
| | | | | ☐ FULL-TIME<br>☐ PART TIME |

BUDGETED FULL TIME FACULTY POSITIONS: _____2_____

NUMBER OF UNFILLED BUDGETED FULL TIME POSITIONS: ___1__

## VI. RESOURCES

**1. Indicate adequacy or limitations of physical, fiscal, and human resources to meet program goals and student learning outcomes (clinical placements, recruitment of qualified faculty, COVID-19 etc.).**

**Human Resources:** There are 13 full-time budgeted faculty positions, one of which is assigned to the Practical Nursing Program. As of August 2023, there were five vacancies, as two full-time faculty retired, two resigned, and one remains assigned to the Practical Nursing Certificate Program. One full-time vacant position was filled but that faculty member is no longer with the college as of November 3, 2023. The college continues to recruit for the five remaining full-time faculty positions. The vacant positions are for medical-surgical nursing faculty. It has been difficult to fill the vacancies in lieu of the ongoing consequences associated with the COVID-19 pandemic and the shortage of nurses, particularly those interested in pursuing careers in academia. The disparity between salaries in the clinical and academic domains continues to present challenges to employ full-time and adjunct nursing faculty, though BCCC has increased salaries for full and part-time nursing faculty.

**Physical Resources**: Physical space is located within the Nursing Building. The space includes classrooms, offices, a media/testing Center, Learning Resource Center (skills laboratory), and a Simulation laboratory. Physical resources are adequate to meet program goals. Clinical instructional materials are housed in the physical resource program locations. In order to accommodate students for both programs, all courses within the Practical Nursing Program with the accompanying on-campus labs are conducted on opposite days of the Associate Degree Nursing Program. The physical space is adequate for both programs.

**Financial Resources**: The Practical Nursing Certificate Program does not have a separate budget. The budget for the Associate Degree Nursing Program is utilized for both programs. The nursing budget, PCA 01121, includes line items for adjunct and contractual services, office supplies, lab supplies and equipment, as well as professional organizational memberships. Additionally, the college provides professional development opportunities and funds to attend off -campus workshops and conferences. The college has been successful in obtaining grant funds for large ticket items such as computer software used for instruction, testing, and NCLEX-PN preparation and NCLEX-PN review sessions. Financial resources are adequate to meet program goals.

**Clinical Placement**: Clinical placements include acute care and long-term care facilities. However, because of the number of schools of nursing in the Baltimore Metropolitan region, the lack of availability of clinical sites is a limitation.

**COVID-19**: BCCC is located in an area that had one of the highest COVID-19 positivity rates during the height of the pandemic. Notably, some clinical sites continue to limit the student/faculty ratios that were imposed during the height of the pandemic. The school of nursing continues to face challenges with hiring an adequate number of full-time and adjunct faculty due to the national nursing shortage. As of January 2022, four full time faculty retired and/or resigned. Additionally, some facilities continue to

enforce strict COVID-19 policies and guidelines such as mandatory fit testing requirements for students. Such has also created challenges with clinical placement.

**COOPERATING/CLINICAL AGENCIES**

- If you have contracts with more than 10 agencies please label them and add continuing pages to the end of this report.
  - You may also submit this information in a different format as long as all of the sections are addressed.

| AGENCY | CONTENT AREA | TYPE OF CLINICAL EXPERIENCE (MARK ALL THAT APPLY) |
|---|---|---|
| 1. Northwest Hospital<br>2. Mercy Medical Center<br>3. St. Agnes Hospital | Introduction to Nursing Practice | ☑ Clinical<br>☐ Observation<br>☐ Preceptorship |
| 1. Northwest Hospital<br>2. Mercy Medical Center<br>3. St. Agnes Hospital | Adult Health Nursing I<br>Adult Health Nursing II | ☑ Clinical<br>☐ Observation<br>☐ Preceptorship |
| 1. Mt. Washington Pediatric Hospital | Care of Childrearing Families (Pediatric Nursing) | ☑ Clinical<br>☐ Observation<br>☐ Preceptorship |
| | | ☐ Clinical<br>☐ Observation<br>☐ Preceptorship |
| | | ☐ Clinical<br>☐ Observation<br>☐ Preceptorship |
| | | ☐ Clinical<br>☐ Observation<br>☐ Preceptorship |
| | | ☐ Clinical<br>☐ Observation<br>☐ Preceptorship |
| | | ☐ Clinical<br>☐ Observation<br>☐ Preceptorship |
| | | ☐ Clinical<br>☐ Observation<br>☐ Preceptorship |
| | | ☐ Clinical<br>☐ Observation<br>☐ Preceptorship |

## SIMULATION

If needed, label and add additional information to the end of this report.

| CONTENT AREA | % CLINICAL HOURS MET THROUGH SIMULATION ACTIVITIES | TYPE OF SIMULATION ACTIVITY |
|---|---|---|
| Introduction to Nursing Practice | 40% | ☐ HI FIDELITY<br>☑ MID FIDELITY<br>☑ LOW FIDELITY |
| Adult Health Nursing I | 40% | ☐ HI FIDELITY<br>☑ MID FIDELITY<br>☑ LOW FIDELITY |
| Adult Health Nursing II | 40% | ☐ HI FIDELITY<br>☑ MID FIDELITY<br>☑ LOW FIDELITY |
| Care of Childbearing Families<br>Care of Childrearing Families | 100%<br>50% | ☐ HI FIDELITY<br>☑ MID FIDELITY<br>☑ LOW FIDELITY |
| | | ☐ HI FIDELITY<br>☐ MID FIDELITY<br>☐ LOW FIDELITY |
| | | ☐ HI FIDELITY<br>☐ MID FIDELITY<br>☐ LOW FIDELITY |

## VII: Ethical Practices

**Provide written policies regarding ethical practices in recruitment and advertising to students, as well as a narrative section to provide an explanation of how these policies are enforced by the program. (*Include current and planned policies and the impact of COVID-19)***

The Nursing Program's Selective Admission Criteria is the guideline used to determine eligibility for admission. The nursing program's Selective Admission Criteria is also discussed during the Nursing Program Information Sessions which are held during the fall and spring semesters.

**Listed below are the requirements that must be completed by all students seeking admission into the Associate Degree Nursing and Practical Nursing Certificate Programs.**

Prerequisites for admission into the nursing program include:

1. All required developmental coursework (math, reading and writing sequence).
2. Pre 100: Preparation for Academic Achievement.
3. Completion of BIO 202, BIO 203 and BIO 212.
4. A grade of "C" or better must be achieved in all science courses. Science courses must be completed within five (5) years of starting the nursing program. A science course can only be repeated once within 5 years.
5. Minimum G.P.A. of 2.5 or greater.
6. All students must have resident BCCC courses (minimum 6 credits).
7. All students must take the current Test of Essential Academic Skills (TEAS). The TEAS must be completed within one (1) year of starting the nursing program.
8. All students must pass the Biology 101 Placement Exam.
9. All students must meet the college's computer literacy requirement.

To ensure ethical practices in recruitment and advertising to students a two-step selective admission process is implemented. Application retrieval and preliminary application review is conducted by the Admissions Coordinator, School of Nursing and Health Professions. After the preliminary application review, the Admissions Coordinator forwards applications for second review, which is conducted by the Nursing Admissions Committee comprised of all full-time nursing faculty within the School of Nursing where review and ranking occur.

The Nursing Program Information Sessions are held three times every fall and spring semester by the coordinators of the Associate Degree and Practical Nursing Certificate programs. Information sessions are also held throughout the semester and are hosted by the Special Admissions Coordinator. In addition to the scheduled information sessions, program advertisement is achieved through the website and dissemination of brochures and flyers at community events and recruitment fairs. Student grievances and appeals process is included in the Nursing Student Handbook and BCCC's Student Code of Conduct. (See attachments) Information about the Academic Grade Grievance Process is also available on the BCCC Website –

https://www.bccc.edu/Page/2436

## VIII: Programmatic Changes

| **Indicate programmatic changes that may potentially increase or decrease student and/or faculty populations. (*Include current and planned nursing program as well as distance education options and impact of COVID-19)*** |
|---|
| The Nursing department is actively seeking to fill vacant faculty positions but there are no programmatic changes that may potentially increase or decrease student and/or faculty populations. |

## IX. VERIFYING SIGNATURE

**PROGRAM ADMINISTRATOR: SIGNATURE:** Dorothy N. Holley

**PROGRAM ADMINISTRATOR: PRINT:** Dorothy N. Holley

**TITLE:** Associate Dean, School of Nursing and Health professions

**DATE:** January 31, 2024

## I. PROGRAM INFORMATION

| | |
|---|---|
| **PROGRAM:** | Associate Degree Nursing Program |
| **ADDRESS**: | 2901 Liberty Heights Avenue<br>Baltimore, MD 21215 |
| **PROGRAM ADMINISTRATOR:** | Mrs. Dorothy Holley, MSN, RN, Associate Dean, Nursing<br>Dr. Dionne Woolford-Hudgins, EdD, MSN, RN, CNE, Program Coordinator, Nursing |
| **TYPE OF PROGRAM:** | ☐ PN Community College<br>☐ PN Vocational<br>☐ RN Diploma<br>√ RN Associate Degree<br>☐ RN Baccalaureate Degree<br>☐ RN Direct Entry Masters |
| **OTHER PROGRAMS OFFERED:** | ☐ RN-BSN ☐ Traditional ☐ Online<br>☐ Master's ☐ Traditional ☐ Online ☐ Concentration: _____<br>☐ DNP ☐ Traditional ☐ Online ☐ Concentration: _____<br>☐ PHD ☐ Traditional ☐ Online ☐ Concentration: _____<br>☐ Other _____ |
| **TELEPHONE NUMBER:** | 410-462-7765 |
| **FAX NUMBER:** | 410-225-4633 |
| **E-MAIL ADDRESS:** | dholley@bccc.edu and dwoolford-hudgins@bccc.edu |
| **PROGRAM WEBSITE:** | https://www.bccc.edu/Page/1255 |

## II. APPROVAL AND ACCREDITATION

| AGENCY/ORGANIZATION | LAST REVIEW DATE | NEXT REVIEW DATE | APPROVAL STATUS (DATES) | | | DENIED |
|---|---|---|---|---|---|---|
| | | | Initial | Full | Conditional | |
| MBON | 9/19-21/2017 | 3/19/2024 | | X | | |
| ACEN | 2/11/2016 | 3/19/2024 | | X | | |
| CCNE | NA | NA | | | | |
| NLN CNEA | NA | NA | | | | |
| OTHER: (Specify) | NA | NA | | | | |

## III. APPLICANT/STUDENT DATA

| PROGRAM PERFORMANCE DATA | 2019 | 2020 | 2021 | 2022 | 2023 |
|---|---|---|---|---|---|
| A: TOTAL NUMBER OF APPLICATIONS RECEIVED | 158 | 162 | 179 | 262 | 199 |
| B: TOTAL NUMBER OF QUALIFIED APPLICATIONS RECEIVED | 108 | 100 | 120 | 128 | 114 |
| C: TOTAL NUMBER OF QUALIFIED APPLICANTS NOT ADMITTED | **6** | 2 | 13 | 25 | 85 |
| D: NUMBER ENROLLED AS NEW STUDENTS AND IN ATTENDANCE THE FIRST DAY OF NURSING PROGRAM | **102** | 98 | 133 | 103 | 81 |
| G: NUMBER OF PROGRAM GRADUATES | **56** | 55 | 61 | 49 | **28** |

| | 2019 | 2020 | 2021 | 2022 | 2023 |
|---|---|---|---|---|---|
| NCLEX SCORES | 80.77% | 77.08% | 81.69% | 78.05% | 72.34% |

## IV. NURSING FACULTY DATA

*If needed, label and add nursing faculty data to the end of this report.

| NAME | RANK AND TITLE | HIGHEST DEGREE | SPECIALTY AREA/FOCUS/ RESPONSIBILITIES (clinical, didactic, lab ) | FTE STATUS |
|---|---|---|---|---|
| Dionne Woolford-Hudgins, EdD, MSN, RN | Full Professor | Doctorate | Fundamentals Didactic/lab Program Coordinator | XFULL-TIME<br>☐ PART TIME |
| Maria Robinson, DNP, MSN, RN<br>No longer with the College (11/2022) | Associate Professor | Doctorate | Fundamentals (clinical/didactic/lab) | ☒ FULL-TIME<br>☐ PART TIME |
| Charles Hayes, MSN, RN | Assistant Professor | Masters | Medical-Surgical (clinical/didactic/lab) | ☒ FULL-TIME<br>☐ PART TIME |
| Charmine Bell, MSN, RN | Full Professor | Masters | Obstetrics (clinical/didactic/lab) | ☒ FULL-TIME<br>☐ PART TIME |
| Grace McNeal, MSN, RN Masters | Assistant Professor | Masters | Pediatrics (clinical/didactic/lab) | ☒ FULL-TIME<br>☐ PART TIME |

| | | | | |
|---|---|---|---|---|
| Carolyn Watson, MSN, RN | Assistant Professor | Masters | Psychiatric/Mental Health (clinical/didactic/lab) | ☒ FULL-TIME<br>☐ PART TIME |
| Patricia Lee, DNP, MSN, RN | Associate Professor | Doctorate | Medical-Surgical (clinical/didactic/lab) | ☒ FULL-TIME<br>☐ PART TIME |
| Becky Boucaud, MSN, RN | Assistant Professor | Masters | Fundamentals (clinical/didactic/lab) | ☒ FULL-TIME<br>☐ PART TIME |
| Njedika Emenyi, DNP, MSN, RN | Assistant Professor | Doctorate | Medical-Surgical (clinical/didactic/lab)<br>Fundamentals (clinical/didactic/lab) | ☒ FULL-TIME<br>☐ PART TIME |
| Jeania Jones, MSN, RN<br>No longer with College (11/2023) | Assistant Professor | Masters | Fundamentals (clinical/didactic/lab) | ☒ FULL-TIME<br>☐ PART TIME |

BUDGETED FULL TIME FACULTY POSITIONS: 11

NUMBER OF UNFILLED BUDGETED FULL TIME POSITIONS: 3

## VI. RESOURCES



**1. Indicate adequacy or limitations of physical, fiscal, and human resources to meet program goals and student learning outcomes (clinical placements, recruitment of qualified faculty, COVID-19 etc.).**

**Human Resources:** There are 13 full-time budgeted faculty positions for both Associate Degree (11) and Practical Nursing (2) programs. As of August 2023, there were four vacant faculty positions. The College continues to recruit for these four remaining full-time faculty positions. The vacant positions are for medical-surgical and psychiatric nursing faculty. It has been difficult to fill the vacancies due to the ongoing COVID-19 pandemic and the shortage of nurses, particularly those interested in pursuing careers in academia. The disparity between salaries in the clinical and academic domains continues to present challenges to employ full-time and adjunct nursing faculty. Though the program was limited in the number of students that it could accept due to the limited availability of adjunct nursing faculty, fundamental nursing students attended clinicals for the Fall 2022 and Spring 2023 semesters.

**Physical Resources**: Physical space is located within the Nursing Building. The space includes classrooms, offices, a media/testing center, Learning Resource Center (skills laboratory), and a Simulation Laboratory. Physical resources are adequate to meet program goals. Clinical instructional materials are housed in the physical resource program locations.

**Financial Resources**: The nursing budget, Program Cost Account PCA 01121, includes line items for adjunct and contractual services, office supplies, lab supplies and equipment, and professional organizational memberships. Additionally, the College provides professional development opportunities and funds to attend off -campus workshops and conferences. BCCC has been successful in obtaining grant funds for large-ticket items such as computer software used for instruction, testing, and NCLEX-RN preparation and NCLEX-RN review sessions. Financial resources are adequate to meet program goals and student learning outcomes.

**Clinical Placement**: Clinical placements include acute care facilities, long-term care facilities, and clinics. However, because of the number of schools of nursing in the Baltimore metropolitan region, the competition for availability of clinical sites is a limitation.

**COVID-19**: BCCC is located in Baltimore City, Maryland which had one of the highest COVID-19 positivity rates in the State. Since the COVID-19 pandemic, clinical and didactic instruction have been negatively impacted. Clinical sites decreased the student/faculty ratio. The program continues to face challenges hiring an adequate number of full-time and adjunct faculty due to the national shortage of nurses. As of January 2022, four full-time faculty retired and/or resigned. Additionally, securing clinical sites has been a challenge. The preference for some organizations is graduates who have bachelor's degrees in nursing. Therefore, the program has encountered limitations as it relates to COVID-19 and clinical placements.

**COOPERATING/CLINICAL AGENCIES**

- If you have contracts with more than 10 agencies please label and add continuing pages to the end of this report.
  - You may also submit this information in a different format as long as all of the sections are addressed.

| AGENCY | CONTENT AREA | TYPE OF CLINICAL EXPERIENCE (MARK ALL THAT APPLY) |
|---|---|---|
| 1. Future Care, Inc.<br>2. University of Maryland Midtown Campus | Fundamentals | ☒ Clinical<br>☐ Observation<br>☐ Preceptorship |
| 1. VA Medical Center<br>2. Levindale Hebrew Geriatric Center<br>3. Good Samaritan Hospital | Medical-Surgical Nursing I | ☒ Clinical<br>☐ Observation<br>☐ Preceptorship |
| Levindale Hebrew Geriatric Center | Mental Health Nursing | ☒ Clinical<br>☐ Observation<br>☐ Preceptorship |
| Mt. Washington Pediatric Hospital | Pediatrics | ☒ Clinical<br>☐ Observation<br>☐ Preceptorship |
| 1. MedStar Good Samaritan Hospital<br>2. VA Medical Center | Medical-Surgical Nursing II | ☒ Clinical<br>☐ Observation<br>☐ Preceptorship |

## SIMULATION

If needed, label and add additional information to the end of this report.

| CONTENT AREA | % CLINICAL HOURS MET THROUGH SIMULATION ACTIVITIES | TYPE OF SIMULATION ACTIVITY |
|---|---|---|
| Fundamentals | 40% | ☐ HI FIDELITY<br>☒ MID FIDELITY<br>☒ LOW FIDELITY |
| Medical Surgical Nursing | 33% | ☐ HI FIDELITY<br>☒ MID FIDELITY<br>☐ LOW FIDELITY |
| Mental-Health Nursing | 40% | ☐ HI FIDELITY<br>☐ MID FIDELITY<br>☒ LOW FIDELITY |
| Maternal Nursing | 100% | ☐ HI FIDELITY<br>☒ MID FIDELITY<br>☐ LOW FIDELITY |
| Child Health Nursing | 33% | ☒ HI FIDELITY<br>☒ MID FIDELITY<br>☐ LOW FIDELITY |
| Medical-Surgical Nursing | 25% | ☒ HI FIDELITY<br>☒ MID FIDELITY<br>☐ LOW FIDELITY |

## VII: Ethical Practices

**Provide written policies regarding ethical practices in recruitment and advertising to students, as well as a narrative section to provide an explanation of how these policies are enforced by the program. (*Include current and planned policies and the impact of COVID-19)***

The Nursing Program's Selective Admission Criteria is the guideline used to determine eligibility for admission. The Nursing Program's Selective Admission Criteria is also discussed during the Nursing Program Information Sessions which are held during the fall and spring semesters.

**Listed below are the requirements that must be completed by all students seeking admission into the Associate Degree Nursing and Practical Nursing Certificate Programs.**
Prerequisites for admission into the Nursing Program include:
Prerequisites for admission into the Nursing Program include:
1. All required developmental coursework (math, reading and writing sequence).
2. Pre 100: Preparation for Academic Achievement.
3. Completion of BIO 202, BIO 203 and BIO 212.
4. A grade of "C" or better must be achieved in all science courses. Science courses must be completed within five (5) years of starting the Nursing Program. A science course can only be repeated once within 5 years.
5. Minimum G.P.A. of 2.5 or greater.
6. All students must have resident BCCC courses (minimum 6 credits).
7. All students must take the current Test of Essential Academic Skills (TEAS). The TEAS must be completed within one (1) year of starting the Nursing Program.
8. All students must pass the Biology 101 Placement Exam.
9. All students must meet the college's computer literacy requirement.

To ensure ethical practices in recruitment and advertising to students a two-step selective admission process is implemented. Application retrieval and preliminary application review is conducted by the Admissions Coordinator, School of Nursing and Health Professions. After the preliminary application review, the Admissions Coordinator forwards applications for second review, which is conducted by the Nursing Admissions Committee comprised of all full-time nursing faculty within the School of Nursing where review and ranking occur.

The Nursing Program Information Sessions are held three times every fall and spring semester by the coordinators of the Nursing Associate Degree and Practical Nursing Certificate programs. Information sessions are also held throughout the semester and are hosted by the Special Admissions Coordinator. In addition to the scheduled information sessions, program advertisement is achieved through the College's website and dissemination of brochures and flyers at community events and recruitment fairs. The student grievances and appeals process is included in the Nursing Student Handbook and BCCC's Student Code of Conduct. (See attachments.) Information about the academic grade grievance process is also available on the BCCC website.

https://www.bccc.edu/Page/2436

## VIII: Programmatic Changes

| **Indicate programmatic changes that may potentially increase or decrease student and/or faculty populations. (*Include current and planned nursing program as well as distance education options and impact of COVID-19)*** |
| --- |
| The Nursing department is actively seeking to fill vacant faculty positions but there are no programmatic changes that may potentially increase or decrease student and/or faculty populations. |

**IV. NURSING FACULTY DATA (Continued) *If needed, label and add nursing faculty data to the end of this report.**

| Name | Rank and Title | Highest Degree | SPECIALTY AREA/FOCUS/ RESPONSIBILITIES (clinical, didactic, lab) | FTE STATUS |
|---|---|---|---|---|
| Marcia Shields, MSN, RN | Adjunct | Masters | Fundamentals | ☐ FULL-TIME ☒ PART TIME |
| Kendra Jones, MSN, RN | Adjunct | Masters | Medical-Surgical Nursing | ☐ FULL-TIME ☒ PART TIME |
| Le'Leta Carver | Adjunct | Bachelors | Medical-Surgical Nursing | ☐ FULL-TIME ☒ PART TIME |
| Chanelle Blanding | Adjunct | Bachelors | Medical-Surgical Nursing | ☐ FULL-TIME ☒ PART TIME |
| Ilene Dawkins-Whitter, MSN, RN | Adjunct | Masters | Medical-Surgical Nursing | ☐ FULL-TIME ☒ PART TIME |
| Joy Onuoha, DNP, MSN, RN | Adjunct | Doctorate | Medical-Surgical Nursing | ☐ FULL-TIME ☒ PART TIME |
| Lizzy Kabwe | Adjunct | Masters | Fundamentals | ☐ FULL-TIME ☒ PART TIME |

## IX. VERIFYING SIGNATURE

**PROGRAM ADMINISTRATOR: SIGNATURE:** Dorothy N. Holley

**PROGRAM ADMINISTRATOR: PRINT:** Dorothy N. Holley

**TITLE:** Associate Dean, School of Nursing and Health Professions

**DATE:** January 31, 2024

Exhibit 1.3

# PURCHASE ORDER

## STATE OF MARYLAND

**PURCHASE ORDER NO:** R95P4600197 **PRINT DATE:** 12/06/23 **PAGE:** 01

**DELIVER TO:**
CENTRAL RECEIVING
BALTIMORE CITY COMMUNITY COLLEGE
2901 LIBERTY HEIGHTS AVENUE
BALTIMORE MD 21215

**BILL TO:**
ACCOUNTS PAYABLE
ACCOUNTSPAYABLEDEPT@BCCC.EDU

BALTIMORE MD 21215

**VENDOR ID:**
LAERDAL MEDICAL CORP
167 MYERS CORNERS RD

WAPPINGERS FALLS NY 12590

**REFER QUESTIONS TO:**
XYLINA SANDERS
(410 )209-2368
XSANDERS@BCCC.EDU

**DELIVER BY:** 01/01/24

**ITB:**
**BPO:**

**EXPR DATE:**
**POST DATE:** 12/05/23

**DISC TERMS:** . NET 30
**F.O.B. POINT:** DESTINATION

**TERMS:**

ARTICLES HEREIN ARE EXEMPT FROM MARYLAND SALES AND USE TAXES BY EXEMPTION CERTIFICATE NUMBER 3000256-3 AND FROM FEDERAL EXCISE TAXES BY EXEMPTION NUMBER 52-73-0358K. IT IS THE VENDOR'S RESPONSIBILITY TO ADVISE COMMON CARRIERS THAT AGENCIES OF THE STATE OF MARYLAND ARE EXEMPT FROM TRANSPORTATION TAX.

**PLEASE FURNISH THE STATE OF MARYLAND WITH THE FOLLOWING:**

| LINE # | STATE ITEM ID | QUANTITY | U/M | UNIT COST | TOTAL |
|---|---|---|---|---|---|
| 0001 | 78503-TDW230 | 1.00 | EA | 372,932.7400 | 372,932.74 |

TRAINING MANIKAN, FULL BODY, LIFESIZE, FOR TEACHING BASIC PATIENT HANDLING AND ADVANCED NURSING TECHNIQUES.
SOURCEWELL CONTRACT 011822-LAE APPLIED SOURCEWELL MEMBER ID 17716
MANIKIN PURCHASE - PLEASE REFERENCE QUOTE NUMBER: Q-779941
QUOTE TO INCLUDE 36 MONTH EXTENDED WARRANTY, LOANER COVERAGE, AND PREVENTATIVE MAINTENANCE ON SITE.

| REQUISITION | LINE | SHIP/BILL CODE | SHIPPING CONTACT |
|---|---|---|---|
| R95P4600197 | 001 | R95615 /RZZZZ | CENTRAL RECEIVING |

| | | | | | |
|---|---|---|---|---|---|
| 0002 | 90634-MPT000 | 1.00 | EA | 810.0000 | 810.00 |

SHIPPING AND HANDLING CHARGES

*** CONTINUED NEXT PAGE ***

**INSTRUCTIONS TO VENDOR**

EACH SHIPPING CONTAINER OR PACKAGE SHALL HAVE CLEARLY MARKED A COMPLETE DESCRIPTION AS TO CONTENTS AND QUANTITY CONTAINED THEREIN, THE PURCHASE ORDER NUMBER AND THE STOCK NUMBER, IF LISTED IN DESCRIPTION ABOVE. EACH SHIPMENT SHALL HAVE ATTACHED TO THE CONTAINER OR PACKAGE A PACKAGING SLIP AND SAID CONTAINER OR PACKAGE MUST BE READILY MARKED FOR IDENTIFICATION.

EACH INVOICE MUST BE SUBMITTED IN DUPLICATE AND INCLUDE THE FOLLOWING INFORMATION: 1) DATE AND METHOD OF SHIPMENT. 2) PURCHASE ORDER NUMBER. 3) DESCRIPTION AS IT APPEARS ON PURCHASE ORDER. 4) QUANTITY SHIPPED. 5) UNIT PRICE AND EXTENSIONS. 6) DATE OF INVOICE. 7) VENDOR'S FEDERAL TAX IDENTIFICATION OR SOCIAL SECURITY NUMBER. NOTE: INVOICE INFORMATION MUST BE IN ACCORDANCE WITH THAT CONTAINED ON PURCHASE ORDER. FAILURE TO COMPLY WITH THE FOREGOING WILL RESULT IN THE INVOICE BEING REJECTED FOR PAYMENT.

# PURCHASE ORDER

## STATE OF MARYLAND

**PURCHASE ORDER NO:** R95P4600197 **PRINT DATE:** 12/06/23 **PAGE:** 02

**PLEASE FURNISH THE STATE OF MARYLAND WITH THE FOLLOWING:**

| LINE # | STATE ITEM ID | QUANTITY | U/M | UNIT COST | TOTAL |
|---|---|---|---|---|---|

SHIPPING AND HANDLING FEE

| REQUISITION | LINE | SHIP/BILL CODE | SHIPPING CONTACT |
|---|---|---|---|
| R95P4600197 | 002 | R95615 /RZZZZ | CENTRAL RECEIVING |

DOCUMENT TOTAL: 373,742.74

******** LAST PAGE ********

**AUTHORIZED BY:** _____ **DATE:** Dec 6, 2023

**BUYER AUTHORIZED DESIGNEE**

# PURCHASE ORDER

## STATE OF MARYLAND

**PURCHASE ORDER NO:** R95P4600197 **PRINT DATE:** 12/06/23 **PAGE:** 03

**SUMMARY ACCOUNTING INFORMATION** ***(STATE OF MARYLAND USE ONLY)***

| SF | AGY | YR | INDEX | PCA | OBJECT | AOBJ | GRANT/PH | PROJ/PH | AG1 | AG2 | AMOUNT / % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 01 | R95 | 24 | | E9623 | 1110 | | | | | | 373,742.74 |
| | | | | | | | | | | TOTAL ENCUMBRANCE: | 373,742.74 |

# PROCUREMENT EXCLUSION REQUEST FORM

In accordance with the Baltimore City Community College's Procurement Policies and Procedures' Section 1.3.2, the following request is excluded from a formal procurement processed based on the following:

- ☐ Collaborative undertakings that support the missions of the College.
- ☐ Intergovernmental contracts /like-business agreements
- ☐ Purchases in support of enterprise activities for purposes of direct resale or remanufacture and subsequent resale.
- ☐ Agreements creating contractual employee relationships.
- ☐ Cultural, entertainment, and exhibitions or displays on college property, and intercollegiate athletic procurement contracts.
- ☐ Housing, food, and related supply or service contracts for conference facilities, and/ or activities.
- ☐ Revenue-generating contracts such as pouring rights and the campus bookstore, that support the on-going operations of the College and its activities.
- ☑ Contracts for the purchase, use, or development of curricular materials.
- ☐ Membership fees, dues, subscription as it relates to employee development and certification.

**Note**: If this is a sole source request, please use the Sole Source form.

**Purchase Request: Describe the purchase request and explain how it applies to the exemption selected above.** Request is for simulation manikins, laptops, and educational training and thus meets the exclusion criteria indicated above based on Section 1.3.2 of the College's Procurement Policies and Procedures.

**Purchase Request Amount:** $373,742.74

If intergovernmental cooperative agreement – please provide the following information:

Name of Intergovernmental Cooperative Agreement: Sourcewell Contract 011822-LAE

Intergovernmental Agreement Contract Number: Applied Sourcewell Member ID 17716

**Approved:** ☐ **Disapproved:** ☐ Debra L. McCurdy Dec 6, 2023

Debra L. McCurdy or Designee Date

*The President or Designee has reviewed the request and has approved/ disapproved this as it applies to BCCC's Procurement Policies and Procedures and has the sole discretion in interpreting the applicability of any procurement request relative to these exclusions.*

Exhibit 1.3

# PURCHASE ORDER

## STATE OF MARYLAND

**PURCHASE ORDER NO:** R95P4600199 **PRINT DATE:** 12/06/23 **PAGE:** 01

**DELIVER TO:**
CENTRAL REC/G. MAHMOOD
BALTIMORE CITY COMMUNITY COLLEGE
2901 LIBERTY HEIGHTS AVENUE
BALTIMORE MD 21215

**BILL TO:**
ACCOUNTS PAYABLE
ACCOUNTSPAYABLEDEPT@BCCC.EDU

BALTIMORE MD 21215

**VENDOR ID:**
MCKESSON MEDICAL SURGICAL
GOVERNMENT SOLUTIONS LLC
9954 MARYLAND DR STE 5176
HENRICO VA 23233

**REFER QUESTIONS TO:**
DEGROSS, ANTWAN
(410 )462-8389
ADEGROSS@BCCC.EDU

**DELIVER BY:** 01/15/24

**ITB:**
**BPO:**

**EXPR DATE:** 06/30/24
**POST DATE:** 12/05/23

**DISC TERMS:** . NET 30
**F.O.B. POINT:** DESTINATION

**TERMS:**

ARTICLES HEREIN ARE EXEMPT FROM MARYLAND SALES AND USE TAXES BY EXEMPTION CERTIFICATE NUMBER 3000256-3 AND FROM FEDERAL EXCISE TAXES BY EXEMPTION NUMBER 52-73-0358K. IT IS THE VENDOR'S RESPONSIBILITY TO ADVISE COMMON CARRIERS THAT AGENCIES OF THE STATE OF MARYLAND ARE EXEMPT FROM TRANSPORTATION TAX.

**PLEASE FURNISH THE STATE OF MARYLAND WITH THE FOLLOWING:**

| LINE # | STATE ITEM ID | QUANTITY | U/M | UNIT COST | TOTAL |
|---|---|---|---|---|---|
| 0001 | 41003-109000 | 1.00 | EA | 44,035.7400 | 44,035.74 |

HOSPITAL BED
IN REFERENCE TO QUOTE# CPQ-762168
QUOTE NAME: REFURBISHED HILLROM

| REQUISITION | LINE | SHIP/BILL CODE | SHIPPING CONTACT |
|---|---|---|---|
| R95P4600199 | 001 | R95615 /RZZZZ | CENTRAL REC/G. MAHMOOD |

| | | | | | |
|---|---|---|---|---|---|
| 0002 | 42064-770901 | 1.00 | EA | 8,872.8100 | 8,872.81 |

TABLE

*** CONTINUED, NEXT PAGE ***

**INSTRUCTIONS TO VENDOR**

EACH SHIPPING CONTAINER OR PACKAGE SHALL HAVE CLEARLY MARKED A COMPLETE DESCRIPTION AS TO CONTENTS AND QUANTITY CONTAINED THEREIN, THE PURCHASE ORDER NUMBER AND THE STOCK NUMBER, IF LISTED IN DESCRIPTION ABOVE. EACH SHIPMENT SHALL HAVE ATTACHED TO THE CONTAINER OR PACKAGE A PACKAGING SLIP AND SAID CONTAINER OR PACKAGE MUST BE READILY MARKED FOR IDENTIFICATION.

EACH INVOICE MUST BE SUBMITTED IN DUPLICATE AND INCLUDE THE FOLLOWING INFORMATION: 1) DATE AND METHOD OF SHIPMENT. 2) PURCHASE ORDER NUMBER. 3) DESCRIPTION AS IT APPEARS ON PURCHASE ORDER. 4) QUANTITY SHIPPED. 5) UNIT PRICE AND EXTENSIONS. 6) DATE OF INVOICE. 7) VENDOR'S FEDERAL TAX IDENTIFICATION OR SOCIAL SECURITY NUMBER. NOTE: INVOICE INFORMATION MUST BE IN ACCORDANCE WITH THAT CONTAINED ON PURCHASE ORDER. FAILURE TO COMPLY WITH THE FOREGOING WILL RESULT IN THE INVOICE BEING REJECTED FOR PAYMENT.

# PURCHASE ORDER

## STATE OF MARYLAND

**PURCHASE ORDER NO:** R95P4600199 **PRINT DATE:** 12/06/23 **PAGE:** 02

**PLEASE FURNISH THE STATE OF MARYLAND WITH THE FOLLOWING:**

| LINE # | STATE ITEM ID | QUANTITY | U/M | UNIT COST | TOTAL |
|---|---|---|---|---|---|

IN REFERENCE TO QUOTE# CPQ-760692
QUOTE NAME: EQUIPMENT

| REQUISITION | LINE | SHIP/BILL CODE | SHIPPING CONTACT |
|---|---|---|---|
| R95P4600199 | 002 | R95615 /RZZZZ | CENTRAL REC/G. MAHMOOD |

| | | | | | | |
|---|---|---|---|---|---|---|
| 0003 | 85064-0605XX | 1.00 | EA | 527.2400 | | 527.24 |

SHEETS 40X84 DISPOSABLE

IN REFERENCE TO QUOTE# CPQ-762018
QUOTE NAME: SHEETS

| REQUISITION | LINE | SHIP/BILL CODE | SHIPPING CONTACT |
|---|---|---|---|
| R95P4600199 | 003 | R95615 /RZZZZ | CENTRAL REC/G. MAHMOOD |

DOCUMENT TOTAL: 53,435.79

******** LAST PAGE ********

**AUTHORIZED BY:** _____ **DATE:** Dec 6, 2023

**BUYER AUTHORIZED DESIGNEE**

FMIS-3 (3/96)

# PURCHASE ORDER

## STATE OF MARYLAND

**PURCHASE ORDER NO:** R95P4600199 **PRINT DATE:** 12/06/23 **PAGE:** 03

**SUMMARY ACCOUNTING INFORMATION** ***(STATE OF MARYLAND USE ONLY)***

| SF | AGY | YR | INDEX | PCA | OBJECT | AOBJ | GRANT/PH | PROJ/PH | AG1 | AG2 | AMOUNT / % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 01 | R95 | 24 | | E9623 | 1110 | | | | | | 53,435.79 |
| | | | | | | | | | | TOTAL ENCUMBRANCE: | 53,435.79 |

Dec 7, 2023

Exhibit 1.4

BCCC
Baltimore City Community College

# ACEN CONTINUING ACCREDITATION SITE VISIT
## School of Nursing and Health Professions
### March 19, 2024- March 21, 2024
### AGENDA

**Tuesday, March 19, 2024**

**Site Visit Agenda Day 1**

8:00 am-8:30 am Welcome Meeting

- Dr. Mary Benn- Team Chair, ACEN team members
- Associate Dean Dorothy Holley – Nurse Administrator

8:30 am-9:00 am

- Dr. Dionne Woolford-Hudgins- Program Coordinator

9:00 am-10:00am College Administration

- Dr. Debra McCurdy- President
- Dr. Jacqueline Hill- Vice President of Academic Affairs
- Dr. Ghazanfar Mahmood- Interim Dean -School of Nursing and Health Professions
- Mr. Aubrey Bascombe- Vice President of Admin. and Finance
- Becky Burrell- Vice President of Institutional Effectiveness, Research, and Planning

10:00 am-11:00 am Student Services and Faculty Support

- Program Advising-Shaneen McNamee and advisor
- Admissions Office- D. Thomas Interim Vice President of Student Affairs and staff
- IT Support- CIO Rading and IT Staff
- Financial Aid – VP Bascombe and Saleem Chaudhry
- Library Director- Dr. Elizabeth Van Pate
- Human Resources - VP Bascombe, Anna Rutah, Saverio Coletta

11:00 am-12:00 Library Tour

12:00 -1:00 pm Lunch

1:00 pm-2:30 pm Student Meeting

2:30 pm-4:00 pm Review documents

4:00 pm-5:00 pm Meet with Nurse Administrator

5:00 pm Return to Hotel

BCCC
Baltimore City Community College

**Wednesday, March 20, 2024**

**Site Visit Agenda Day 2**

| | |
|---|---|
| 8:00 am-8:30am | Team meeting |
| 8:30 am- 9:00 am | Meet with Nurse Administrator- Dorothy Holley |
| 9:00 am-10:00 am | Pediatric class observation (1st) |
| 10:00 am-12:00 | Meet with faculty. |
| 12:00-1:00 pm | Lunch |
| 1:00 pm-2:00 pm | Tour of Nursing Building |

- Classrooms
- Labs
- OB /Pediatrics

| | |
|---|---|
| 2:00 pm-3:00 pm | Clinical Representation |
| 3:00 pm-4:00 pm | Public Meeting |
| 4:00 pm-5:00 pm | Meet with Nurse Administrator |
| 5:00 pm | Return to hotel |

**Thursday, March 21, 2024**

**Site Visit Agenda Day 3**

| | |
|---|---|
| 8:30 am-9:00 am | Team Meeting/Meet with Nurse Administrator- Dorothy Holley |
| 9:00 am-9:30 am | Class observation (2nd) |
| 9:30 am-10:00 am | Meet with the Nurse Administrator |
| 10:00 am-11:00am | Exit Meeting (College Administration, Dean, Associate Dean, Nursing Faculty) |
| 11:00 am | Departures to Airport |

ACEN®
Accreditation Commission for Education in Nursing

BOARD OF COMMISSIONERS

NURSING EDUCATION REPRESENTATIVES

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Vice President for Education/Professor of Nursing
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Associate Professor of Nursing
Utah Valley University
Orem, Utah

DIANE EVANS-PRIOR, DNP, RN
Dean, School of Nursing and Patient Support
Central New Mexico Community College
Albuquerque, New Mexico

EMILY FINK, MSN, RN
Chair, Associate Degree Nursing Program
Rowan-Cabarrus Community College
Kannapolis, North Carolina

SHARI GHOLSON, DNP, RN, CNE
Dean of Nursing and Allied Health Division
West Kentucky Community & Technical College
Paducah, Kentucky

LINDA GODLEY, PHD, RN
Director of Accreditation and Retention
Alcorn State University
Natchez, Mississippi

MARY GRADY, DNP, RN, CNE
Nursing Program Administrator
Lorain County Community College
Elyria, Ohio

AMY M. HALL, PHD, RN, CNE
Dean, School of Nursing
Franciscan Missionaries of Our Lady University
Baton Rouge, Louisiana

MONICA KIDDER, DNP, MEDSURG-BC, NPD-BC, CNE
Curriculum Coordinator, Covenant School of Nursing
Covenant Medical Center
Lubbock, Texas

DONNA MITCHELL PHD, RN
Dean (Retired), College of Professional and Technical Studies
University of Rio Grande
Rio Grande, Ohio

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Administrative Director, Women and Infant Services
Washington Regional Medical Center
Fayetteville, Arkansas

CAROLYN JO MCCORMIES, MS, RN, APRN, FNP-BC
Family Nurse Practitioner - Family Practice Primary Care Clinic
San Carlos Apache Healthcare Corporation
Peridot, Arizona

DEMICA WILLIAMS, DNP, RN, CNE
Director of Allied Health and Nursing
Piedmont of Augusta
Augusta, Georgia

PUBLIC REPRESENTATIVES

BARRY GOLDSTEIN, PHD
Consultant
Roswell, Georgia

BARBARA OSTROVE, MA, OTR/L, FAOTA
Retired/Consultant
Moultonborough, New Hampshire

ROBERT A. SINTICH, EDD
Hancock, New York

DELIVERED VIA EMAIL ONLY

October 11, 2024

Debra McCurdy, PhD
President
Baltimore City Community College

Dorothy Holley, MSN, MEd, RN
Associate Dean
Baltimore City Community College
2901 Liberty Heights Avenue
Baltimore, MD 21215

Dear Dr. McCurdy and Ms. Holley:

This letter is formal notification of the action taken by the Accreditation Commission for Education in Nursing (ACEN) at its meeting in September 2024. The Board of Commissioners granted Continuing Accreditation with Conditions for two years to the associate nursing program and requested that a Follow-Up Report be submitted six weeks prior to a Follow-Up Visit, as the program is in non-compliance with Standard 2 Faculty and Standard 5 Outcomes. The Follow-Up Visit will be conducted in the Spring 2026 Accreditation Cycle. If the Board grants continuing accreditation following the review of the Follow-Up Report and the Follow-Up Visit, the next evaluation visit will be scheduled for Spring 2032. Please see ACEN Policy #9 Disclosure of Information About an Accredited Program for the required disclosure statement regarding this decision that must be made to all current and prospective students within seven business days of this letter.

Deliberations centered on the materials available to the Board from this accreditation review process and the recommendation for accreditation proposed by the peer evaluators on the site visit team and the Evaluation Review Panel. Final decisions were made based on the 2023 Standards and Criteria.

The Board identified the following:

**Evidence of Non-Compliance**

**Standard 2 Faculty, Criterion 2.8**

- There is a lack of evidence that full-time faculty performance is regularly reviewed for effectiveness in their assigned responsibilities.

**Standard 2 Faculty, Criterion 2.8**

- There is a lack of evidence that part-time faculty performance is regularly reviewed for effectiveness in their assigned responsibilities.

**Standard 5 Outcomes, Criterion 5.1**

- There is a lack of evidence that implement actions based on data analysis to improve end-of-program student learning outcome achievement.

**Evidence of Non-Compliance (Continued)**

**Standard 5 Outcomes, Criterion 5.1**

- There is a lack of evidence that use a variety of appropriate direct outcome assessment methods for each end-of-program student learning outcome

**Standard 5 Outcomes, Criterion 5.1**

- There is a lack of evidence that there is accurate documentation of the end-of-program student learning outcome assessment data for the three most recent years.

**Standard 5 Outcomes, Criterion 5.2**

- There is a lack of evidence that faculty analyze program completion rate data annually and implement actions based on data analysis to improve the program completion rate.

**Standard 5 Outcomes, Criterion 5.2**

- There is a lack of evidence that faculty analyze program completion rate data annually and implement actions based on data analysis to improve the program completion rate.

**Standard 5 Outcomes, Criterion 5.2**

- There is a lack of evidence that there is documentation of program completion rate data, analysis of data, and/or the use of analyzed data for program decision-making.

**Standard 5 Outcomes, Criterion 5.3**

- There is a lack of evidence that faculty analyze licensure examination pass rate data annually and implement actions based on data analysis to improve students' pass rate.

**Standard 5 Outcomes, Criterion 5.3**

- There is a lack of evidence that licensure examination pass rate data, analysis of data, and use of data analysis in program decision-making are documented.

**Suggestions for Improvement**

**Standard 1 Administrative Capacity and Resources, Criterion 1.7**

- Ensure evidence demonstrates that the nursing program faculty who assist or support the nursing program administration, have sufficient time for their roles and responsibilities.

**Standard 1 Administrative Capacity and Resources, Criterion 1.8**

- Ensure that the nursing program has sufficient fiscal resources to support the program.

**Standard 2 Faculty, Criterion 2.1**

- Ensure that the number of full-time faculty is sufficient.

**Standard 2 Faculty, Criterion 2.6**

- Ensure that full-time faculty develop and maintain current expertise in their teaching responsibilities, including evidence-based teaching/instructional strategies that are relevant for all methods of delivery.

**Standard 2 Faculty, Criterion 2.6**

- Ensure that full-time faculty develop and maintain current expertise in their teaching responsibilities, including assessment and evaluation methods.

**Standard 2 Faculty, Criterion 2.7**

- Ensure that part-time faculty develop and maintain current expertise in their teaching responsibilities, including evidence-based teaching/instructional strategies that are relevant for all methods of delivery.

**Standard 2 Faculty, Criterion 2.7**

- Ensure that part-time faculty develop and maintain current expertise in their teaching responsibilities, including assessment and evaluation methods.

**Standard 3 Students, Criterion 3.1**

- Ensure that the nursing program's current ACEN accreditation status and the ACEN contact information are accurate and readily accessible.

**Suggestions for Improvement (Continued)**

**Standard 3 Students, Criterion 3.3**

- Ensure nursing student records are kept in compliance with the policies/procedures of the nursing program.

**Standard 3 Students, Criterion 3.3**

- Ensure formal complaints or grievances include evidence of a timely resolution in accordance with the governing organization policies or procedures

**Standard 3 Students, Criterion 3.4**

- Ensure nursing student records are kept in compliance with the policies/procedures of the nursing program.

**Standard 4 Curriculum, Criterion 4.8**

- Ensure skills and/or simulation laboratory learning environments and experiences reflect evidence-based nursing practice.

**Standard 4 Curriculum, Criterion 4.8**

- Ensure skills and/or simulation laboratory learning environments and experiences reflect the educational level at which students are being prepared to facilitate the achievement of the course student learning outcomes and end-of-program student learning outcomes.

**Standard 5 Outcomes, Criterion 5.1**

- Ensure the analysis of end-of-program student learning outcome data is shared with communities of interest.

**Standard 5 Outcomes, Criterion 5.1**

- Ensure faculty disaggregate assessment data for meaningful analysis.

**Standard 5 Outcomes, Criterion 5.1**

- Ensure faculty justify when assessment data are not disaggregated.

**Standard 5 Outcomes, Criterion 5.1**

- Ensure faculty establish a specific, measurable expected level of achievement outcome statement for each summative assessment method.

**Standard 5 Outcomes, Criterion 5.2**

- Ensure faculty collect aggregate program completion rate data annually.

**Standard 5 Outcomes, Criterion 5.2**

- Ensure that the analysis of program completion rate data is shared with communities of interest.

**Standard 5 Outcomes, Criterion 5.2**

- Ensure faculty calculate the on-time program completion rate from the first nursing course through completion of the courses required for conferral of an associate degree.

**Standard 5 Outcomes, Criterion 5.3**

- Ensure faculty justify when licensure examination pass rate data are not disaggregated.

**Standard 5 Outcomes, Criterion 5.3**

- Ensure faculty analyze disaggregated licensure examination pass rate data annually.

**Standard 5 Outcomes, Criterion 5.4**

- Ensure faculty establish a specific, measurable expected level of achievement outcome statement for job placement.

**Standard 5 Outcomes, Criterion 5.4**

- Ensure the analysis of job placement rate data is shared with communities of interest.

A Follow-Up Report requires the nursing program to demonstrate compliance with all Criteria in only the Standards with which the program was found to be in non-compliance. The Follow-Up Report and Follow-Up Visit for the associate nursing program is to address Standard 2 Faculty and Standard 5 Outcomes.

Please note that ACEN policy stipulates that a nursing program must demonstrate compliance within a maximum of two years after being placed on continuing accreditation with conditions by the Board. If compliance is not evident at the end of the monitoring period, the program must be denied continuing accreditation and removed from the list of accredited programs, unless the program can make its case for continuing accreditation for good cause. Please refer to ACEN Policy #4 Types of Commission Actions for additional information.
If you have questions about this action or about ACEN policies and procedures, please contact us.

Sincerely,

Kathy Chappell, PhD, RN, FNAP, FAAN
Chief Executive Officer

Nell Ard, PhD, RN, CNE, ANEF
Chief Accreditation Officer

Maryland
DEPARTMENT OF HEALTH

# Board of Nursing

*Wes Moore, Governor · Aruna Miller, Lt. Governor · Laura Herrera Scott, M.D., M.P. H., Secretary*

**To:** Maryland Board of Nursing **4A**

**From:** Dr. Camille Forbes-Scott, MBON Deputy Director & Director of Education and Examination
Dr. Sheila Green, MBON Nurse Education Consultant
Dr. Elizabeth Miller, MBON Nurse Education Consultant

**Date:** April 24, 2024

**Re:** Baltimore City Community College Full Cycle Collaborative Site Visit, March 19-21, 2024

**MBON Staff Summary Report:**

On March 19-21, 2024, Dr. Sheila Green, Dr. Camille Forbes-Scott, and Dr. Elizabeth Miller conducted a full-cycle site visit at Baltimore City Community College, in collaboration with peer reviewers for the Accreditation Commission for Education in Nursing (ACEN). The purpose of the MBON visit was to review the current nursing education program, in accordance with COMAR 10.27.03: *Nursing Education Program*, and progress regarding the NCLEX Action Plan Report submitted December 19, 2023. The last MBON site visit was conducted virtually on November 16-17, 2020.

Dr. Nicole Harris, Policy Analyst and USDOE Representative, attended the visit to observe the full-cycle site visit review process for the Maryland Board of Nursing.

**MBON Staff Findings and Recommendations:**

The MBON staff findings and recommendations are documented in Attachment #1 of this report. The titles of the attachments are noted below:

- Attachment #1: Site Visit Report with Findings and Recommendations; and
- Attachment #2: COMAR 10.27.03 Criteria Summary
- Attachment #3: Action Plan Report Submitted December 19, 2023 (Reviewed as a part of the full-cycle site visit on March 19-21, 2024)

Thank you.

# ATTACHMENT # 1

# MBON REPORT FULL CYCLE SITE VISIT

# BALTIMORE CITY COMMUNITY COLLEGE

# MARCH 19-21, 2024

**Attachment #1**
**Report of MBON Full Cycle Site, Completed in Collaboration with Peer Representatives from the Accreditation Commission for Education in Nursing (ACEN)**
**Baltimore City Community College (BCCC)**
**2901 Liberty Heights Avenue**
**Baltimore, Maryland 21215**

**Purpose of the Visit:** To assess current nursing education program operations, institutional/administrative supports, and ascertain faculty and student perspectives regarding the program, and including reference to the Baltimore City Community College NCLEX Action Plan Progress Report, submitted December 19, 2023.

**Date of the Visit:** March 19-21, 2024

**Board Staff Representatives:** Dr. Sheila Green and Dr. Elizabeth Miller, Nurse Education Consultants; and Dr. Camille Forbes-Scott, Deputy Director and Director of Education & Examination, Maryland Board of Nursing

**ACEN Representatives:** Dr. Mary Benn, ACEN Team Chair, and the ACEN Team Members

**Student Enrollment:**

| | |
|---|---|
| ADN-RN Student Enrollment: | 96 |
| LPN Student Enrollment: | 20 |
| Total Student Enrollment: | 116 |

**Board Staff met with, in collaboration with ACEN representatives:**

- Ms. Dorothy Holley, Associate Dean, School of Nursing and Health Professions
- Dr. Dionne Woolford-Hudgins, ADN-RN Program Coordinator
- Dr. Debra McCurdy, President
- Dr. Jacqueline Hill, Vice President of Academic Affairs
- Dr. Ghazanfar Mahmood, Interim Dean, School of Nursing and Health Professions
- Mr. Aubrey Bascombe, Vice President of Administration and Finance
- Ms. Becky Burrell, Vice President of Institutional Effectiveness, Research, and Planning
- Ms. Shaneen McNamee, Advisor
- Ms. Denise Thomas, Interim Vice President of Student Affairs and Staff
- Dr. Elizabeth Van Pate, Library Director
- Mr. Michael Rading, Chief Information Officer & IT Support Team
- Financial Aid Representatives: Mr. Bascombe and Ms. Saleem Chaudhry
- Human Resources Representatives: Mr. Bascombe, Ms. Anna Rutah, and Ms. Saverio Coletta
- Full Time Nursing Faculty
- Clinical Agency Representatives

**Documents & Tours Reviewed/Completed by Board Staff:**

- Baltimore City Community College Self Study Report
- Administration and Organization (Organizational Charts & Overview of Administrative Processes) (COMAR 10.27.03.05)
- Records and Reports (COMAR 10.27.03.06)
- Nursing Program Administrator (COMAR 10.27.03.07)
- Faculty and Clinical Faculty (Credentials, course/clinical assignments, licenses, faculty discussion session) (COMAR 10.27.03.08)
- Faculty Policies, Faculty Organization, Faculty Development & Evaluation (COMAR 10.27.03.09; COMAR 10.27.03.10; COMAR 10.27.03.11)
- Physical Facilities, Learning Resources and Simulation Facilities (Library, Sim Labs, Classroom learning, Campus Tour) (COMAR 10.27.03.12)
- Curriculum (course documents, syllabi, inclusion of ethical policies identified in the organization, classroom/simulation reviews)
- Student (Student discussion session: (10 students); review of student services; review of departmental and organizational policies re: diversity, equal opportunity, recognition of gender bias, financial aid, equity, drug abuse, academic progression/withdrawal/admissions) (COMAR 10.27.03.14)
- Program evaluation (systematic program evaluation and assessment; NCLEX-RN & PN examination performance) (COMAR 10.27.03.15)

**Findings:**

- Baltimore City Community College did not meet, in its entirety, COMAR 10.27.03.02-.16 regulatory requirements for the State of Maryland (See Attachment #2).
- The Baltimore City Community College Action Plan Report (Focus: PN Program NCLEX Performance) was reviewed as a component of the full cycle site visit. The document was presented to the Practice and Education Committee and was approved for advancement to the Board for final consideration. The Baltimore City Community College Action Plan Report (PN Program NCLEX Performance) is attached, as reference (See Attachment #3).
- Baltimore City Community College NCLEX-RN performance for FY 2023 was 72.34%. The Maryland Required RN Passing Rate for FY 2023 was 74.89%. The program fell below the Maryland Required Passing Rate for the first time.
- Baltimore City Community College NCLEX-PN performance for FY 2023 was 65.22%. The Maryland Required PN Passing Rate for FY 2023 was 73.35%. The program fell below the Maryland Required Passing Rate for the second time (BCCC Action Plan Report Re: NCLEX-PN Performance submitted December 19, 2024).
- Baltimore City Community College NCLEX-RN® and NCLEX-PN® performance to-date for FY 2024 (3 Quarters Completed) are as follows:
  FY 2024, 1st Quarter-RN (83.33% --6 test takers/5 passed); PN (100%--1 test taker/1 passed)
  FY 2024, 2nd Quarter-RN (80.00%--5 test takers/4 passed); PN (100%--13 test takers/13 passed)
  FY 2024, 3rd Quarter-RN (80.00%--5 test takers/4 passed); PN (100%--2 test takers/2 passed)

**Recommendations were approved by the PEC on April 12, 2024. Recommendations to the Board are as follows:**

- Complete final determinations for the March 19-21, 2024, Full Cycle Site Visit Report for the Baltimore City Community College Nursing Education Program, based upon the following MBON Education Consultant Staff recommendations:

    1. Accept the MBON Full Cycle Site Visit Report provided for Board consideration. See Attachments # 1-3.

    2. Consider final Board determination for the current PN-NCLEX® Action Plan Report, (submitted December 19, 2023), that was reviewed as a part of the March 19-21, 2024, site visit. See Attachment #3.

    3. Request re-submission of a revised Action Plan Report from Baltimore City Community College, by Friday, May 31, 2024. The revised Action Plan should include and address the COMAR standards defined in the Criteria Summary that were not met and affecting both the RN and LPN programs at the Baltimore City Community College. See Attachments # 2 & #3.

    4. Consider Conditional Approval for the nursing education program, with MBON written notification of status change, for the Baltimore City Community College Nursing Education Program.

    Thank you.

# ATTACHMENT # 2

# BALTIMORE CITY COMMUNITY COLLEGE

# MARCH 19-21, 2024

# FULL CYCLE SITE VISIT CRITERIA SUMMARY

**COMAR 10.27.03: Nurse Education Program**
**Baltimore City Community College (BCCC)**
**Site Location: 2901 Liberty Heights Avenue, Baltimore, MD 21215**
**ADN-RN and LPN Programs**

| COMAR 10.27.03.02--.15 | MET/NOT MET |
|---|---|
| COMAR 10.27.03.02 (A-H): Approvals of Programs Accredited by a Board-Recognized Nursing Accredited Agency. | **MET:** BCCC Nursing Education program is accredited by ACEN for its ADN-RN program. The LPN program is approved by the Maryland Board of Nursing.<br><br>**Note: Pending ACEN Report Notification to BCCC (10/2024/ADN-RN Program):** In accordance with this COMAR standard:<br><br>B. A program approved by the Board and accredited by a BRNAA agency shall submit to the Board within 30 days of receipt:<br>(1) Evidence of current accreditation.<br>(2) Accreditation reports.<br>(3) Any correspondence related to the status of the program's accreditation.<br><br>D. The Board shall be notified in writing within 10 business days of any change in accreditation status by the nursing program (BCCC).<br><br>E. Withdrawal of accreditation, accreditation warning, or failure to meet the requirements of this chapter or the standard for performance on the licensing examination shall be cause for Board review of the program in accordance with Regulations .16B and C and .17 of this chapter. |
| COMAR 10.27.03.03: Board-Approval of Non-Accredited Programs | **N/A** |
| COMAR 10.27.03.04A-C: Philosophy & Objectives, Outcomes | **MET:** Standard met, as evidenced through the Self Study findings, policies reviewed, and interviews completed with administration, faculty, and students. |
| COMAR 10.27.03.05A-E: Administration & Organization | **NOT MET:** Education Consultants recommends a review of the Nursing Budget to determine if it is comparable to other Departments within the college.<br><br>C. The program shall have comparable status with other academic units within the controlling institution.<br><br>**Note:** Financial documents reviewed suggested that the Nursing budget is not comparable to other Departments within the College. There was no budgetary delineation for attendance to nursing educational symposiums. These opportunities support faculty development, inclusion of current trends in nursing education, and evidence-based research/practice. |

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| | E. The financial resources shall support:<br>(1) Adequate educational facilities and equipment.<br><br>**Note:** As the College continues with the finalization of planning for nursing program renovations, ensure that the nursing department is involved in planning and development for the newly planned space (15,000 to 17,000 s.f.). Include learning material requirements as a budgetary component for the nursing program, i.e., Assessment Technologies, Inc (ATI) resources, equipment purchases, as required, faculty simulation development and credentialing through the Maryland Statewide Consortium and hire of a Simulation Lab Coordinator.<br><br>**Note:** Space renovations may require Maryland Higher Education Commission and Maryland Board of Nursing notification of substantial modification as part of approval. MBON Education Consultants recommends for the Board to consider a request for the program to inform the Board of renovation progress.<br><br>(2) Qualified administrative, clerical, and instructional personnel.<br><br>**Note:** Ensure budget support for faculty, for travel expenses not currently included in the budget to maintain currency in nursing education and nursing practice. Information provided through faculty interviews suggests that faculty are personally paying to attend critical nursing education conferences to maintain expertise in nursing education and nursing practice.<br><br>G. When the nursing program administrator changes, the administrative office of the controlling institution shall submit written notification to the Board of the change indicating that the new program administrator meets the Board's requirements.<br><br>**Note:** To-date, the Board Education Consultants have received no official notification of Mrs. Holley's role as Associate Dean for the Department of Nursing. A letter of notification is required from College Administration, addressed to the MBON Executive Director, Attorney Rhonda Scott, along with Ms. Holley's resume. |
| COMAR 10.27.03.06A-B: Records & Reports | **MET:**<br>A. Accurate and appropriate records were maintained and included current student records; |

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| | transcripts of graduates; faculty records (Human Resource Review). Administrative records were reviewed that included minutes of faculty meetings; Annual reports of the program (reported to the Board in October 2023); school bulletins (catalogs submitted with annual reports and reviewed onsite); current curriculum (Philosophy, outcomes, course syllabi); clinical affiliation agreements; and the program's systematic plan of evaluation. Student records were stored in a double-locked system. Faculty records are maintained and stored in the Office of Human Resources. The nursing program administrator has submitted annual reports to the Board on forms provided by the Board. The annual summary report to the Board was presented in October 2023. |
| COMAR 10.27.03.07 Nursing Program Administrator | **PARTIALLY MET:** Ms. Holley, Associate Dean for Nursing, met Part A-*Qualifications.*<br><br>Part B (3) *Responsibilities.* Board Education Consultants recommend that the Board requests clarity in the role and responsibilities of the Nursing Program Administrator, specific to the preparation, development, and administration of the nursing program budget. **Not Met.**<br><br>Part B (5) *Determining the student-teacher ratio in the classroom, based on the objectives of the course, method of instruction used, and the requirements of the faculty.* The MBON Education Consultants reviewed the policy governing student-teacher ratios and how these determinations apply to classroom and clinical settings. **Met.**<br><br>Part B (10) *Assuring that all publications pertaining to the nursing program are clear, accurate, and current.* Board Education Consultants recommend there is clarification regarding the following: Nursing Education Print materials available in the library; the liaison relationship between Library personnel, the Nursing Program Administrator, and faculty; and policies governing the purchase, use of, and disposal of library materials recognized for use in the Nursing Education Program. **Not Met.** |
| COMAR 10.27.03.08A-D: Faculty & Clinical Instructors | **PARTIALLY MET:**<br>(C)(2) *The program may not in any academic year fill more than 25 percent of the program's full-time nurse faculty equivalent positions with clinical nurse faculty whose highest nursing degree is at the baccalaureate level.* The MBON Education Consultants reviewed documentation that demonstrates this regulation is being met. |

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| | The Baltimore City Community College submitted and Action Plan Report on December 19, 2023, which addressed ongoing faculty recruitment and its challenges. **In Progress.**<br>(D)(2)(e)<br>*Responsibilities of the Nurse Faculty and Clinical Nurse Faculty*<br>*Nurse faculty shall:*<br>*Develop and implement a plan to assure that all instructional materials are accessible, current, and relevant to the curriculum.*<br>Board Education Consultants recommend that a departmental plan be developed and implemented to ensure that all instructional materials are accessible, current, and relevant to the nursing education curriculum. In review of syllabi for the ADN and LPN programs, it was noted that some reference materials were greater than five years old. This issue was also identified in Library materials.<br>**Not Met.**<br><br>(D)(2)(f)<br>*Participate in the recruitment, selection, and promotion of nurse faculty and the recruitment and selection of clinical nurse faculty.*<br>It was noted that the program had faculty vacancies. The stability of the Baltimore City Community College Nursing Education Program is imperative for student learning and program success. The Board received the Action Plan (December 19, 2023) that addressed faculty recruitment and verified these findings during the Full Cycle Visit. There is a recruitment plan. Board Education Consultants recommend quarterly updates be provided to the Board from the Nursing Program Administrator in the recruitment and retention of faculty with required areas of expertise for the nursing education program. **Met.** |
| | **NOT MET:**<br>B. *Policies concerning the teaching load for faculty and nursing program administrator shall be in writing. Sufficient time shall be provided for faculty to accomplish those activities related to the teaching-learning process. If the program administrator is required to teach, the program administrator shall carry only a minimum teaching load.*<br>**Note:** Board Education Consultants recommend the program provides clarification for the Nursing Program Administrator and faculty teaching load policies that impact teaching-learning processes specific to nursing education and areas of expertise. It was noted, by way of example, that |

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| | one faculty member serves as program coordinator, course educator, student advisor, and has oversight for standardized testing requirements for students. It is also important to determine if the Nursing Program Administrator has a minimum load. Education Consultants recommends the program provides a plan of action that addresses teaching load, the impact upon teaching-learning processes, and evaluations of faculty and the nursing program administrator. |
| COMAR 10.27.03.10A-E: Faculty Organization | **MET:** There are policies governing the faculty organization, committee participation, student inclusion in committee processes, and inclusion of faculty in campus-wide committees. These findings were determined through review of the BCCC Self Study Report; Faculty Interviews; Review of College and program policies. |
| COMAR 10.27.03.11A-C: Faculty Development & Evaluation | **NOT MET**: Site visit findings indicated that faculty development was limited to onsite educational opportunities only. Limited funding is a concern for ongoing faculty development requirements in nursing education.<br>**Note:** Board Education Consultants recommend an action plan to address this funding concern.<br>Evidence of faculty evaluations were determined through review of faculty records in the BCCC Human Resource Department.<br>**Note:** The Nursing Program Administrator has not had an evaluation since 2020. Board Education Consultants recommend a plan to address this deficiency. |
| COMAR 10.27.03.12A-E: Physical Facilities; Learning Resources; Clinical Facilities | **PARTIALLY MET:** Facility & campus tours were completed and included the Library, Classrooms, Offices and Simulation Laboratories, by way of example.<br>**Note:** It was reported that students receive limited clinical experiences and are reliant upon simulation lab experiences in the program. This is not compliant with standards for nursing education education programs in the State of Maryland. (COMAR 10.27.03.13.D(2))<br>**Not Met.**<br><br>**Note:** Board Education Consultants recommend periodic updates be submitted to the Board regarding the future building renovations and will require a site visit prior to student/faculty occupancy, also referenced in COMAR 10.27.03.05.E: *Administration and Organization,* noted in this document. |
| COMAR 10.27.03.13A-M Curriculum | ***PARTIALLY MET:*** The curriculum was reviewed. Board Education Consultants recommend that the BCCC Program address the following curriculum elements:<br>***Note:*** |

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| | *I. Clinical learning experiences shall be sufficient in quantity and quality to provide opportunities for students to achieve the stated objectives, outcomes, or competencies.* Board Education Consultants recommend that BCCC submits to the Board a plan that defines the sufficiency of clinical experiences in the program and addresses learning outcomes expected in the clinical settings, outlined by each course.<br><br>*J. Students shall have sufficient opportunities to develop the knowledge, skills, and abilities essential for a safe and effective nursing practice.*<br><br>Board Education Consultants recommend that BCCC define the ratio of classroom to clinical hours for each clinical course, along with documentation of student learning in the clinical sites that are necessary in the development of safe and effective nursing practice. |
| COMAR 10.27.03.14A-D | **NOT MET:** The MBON has regulatory responsibilities to ensure the safety and well-being of students, as addressed in COMAR 10.27.03.14.D.(1-10). During student interviews, several unsubstantiated ethical concerns were brought forward. Neither the Board nor Board staff can offer advice or direction regarding these matters. The organizational policies and procedures established by the Baltimore City Community College are the institution's source for addressing the students' needs relevant to unsubstantiated ethical concerns in the program. Board Education Consultants recommend the program submit a plan that defines how the safety and well-being of students will be upheld. Additionally, Board Education Consultants recommend BCCC Nursing Department consider the inclusion of course and faculty evaluations as a part of the program assessment and evaluation. |
| COMAR 10.27.03.15: Evaluation | **MET:** Program site visit requirements are up to date. MBON staff have completed the Board site visits and collaborative site visits with ACEN Peer Reviewers, in accordance with the regulatory requirements, as is evidenced by the collaborative visit completed March 19-21, 2023, at Baltimore City Community College. |
| COMAR 10.27.03.16.A: Annual Review | **MET:** Baltimore City Community College continues to submit timely Annual Reports. The last report due for 2023 was received on time and is pending review by the Maryland Board of Nursing. |
| COMAR 10.27.03.16C: Annual Review | **Pending Board Determination:**<br>C. Approval may be reduced to conditional status for the following reasons:<br><br>(1) Noncompliance with this chapter. |

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| | **(2) Failure to hire faculty who meet the qualifications as stated in Regulation .08 of this chapter.**<br><br>(3) Noncompliance with the school's stated philosophy, program design, objectives, or policies.<br><br>(4) Failure to submit records and reports to the Board in a timely manner.<br><br>(5) Failure to implement the approved curriculum.<br><br>**(6) In accordance with §D of this regulation, failure to maintain the required passing rate on the licensing examination by first-time candidates.**<br><br>(7) Failure to annually document that all faculty have current licenses; and<br><br>**(8) Other activities or situations, as determined by the Board, that indicate a program is in jeopardy of violating statutory and regulatory requirements and standards.** |

**Findings:** Baltimore City Community College did not meet COMAR 10.27.03 referenced in this criteria summary.

**Recommendation to the Practice and Education Committee and the Maryland Board of Nursing:**

- 1.) Consider Conditional Approval for the Baltimore City Community College Program; AND,
  2.) Request modifications to the existing Action Plan, that was submitted on December 19, 2023 that addresses the elements cited as "not met" in this criteria report.

Thank you.

# ATTACHMENT # 3

# BALTIMORE CITY COMMUNITY COLLEGE

# ACTION PLAN REPORT

# SUBMITTED

# DECEMBER 19, 2023

# REVIEWED AS A PART OF THE FULL CYCLE SITE VISIT

# MARCH 19-21, 2024

BCCC
Baltimore City Community College

December 19, 2023

Dear Rhonda Scott, JD, and Dr. Camille Forbes-Scott,

This correspondence is in response to the letter dated November 17, 2023, regarding Baltimore City Community College's (BCCC) associate degree and practical nursing certificate programs NCLEX results for first-time candidates during FY 2023. Both programs failed to achieve, at minimum, the required 90% of the national success rate for first-time candidates taking the NCLEX RN and NCLEX PN examinations (COMAR 10.27.03.16B).

This report will include factors that the BCCC Nursing faculty believe have contributed to the failure to achieve the minimum licensure pass rate for first-time candidates.
Also enclosed is our detailed action plan, pending the Maryland Board of Nursing's (MBON) acceptance, to improve the first-time NCLEX RN and NCLEX PN pass rates for our first-time nursing candidates. Also listed are the identified factors that contributed to the unacceptable NCLEX-RN and NCLEX-PN performance.

**Identified Factors Contributing to the Unacceptable Performance**

- The current computer database system was not closely monitored to determine the length of time between end of program, graduation, and NCLEX testing dates for both ADN and PN graduates.
- NCSBN's test plan updates that focused on critical thinking/clinical reasoning/ clinical decision-making.
- Updated test plans that implemented alternate format style questions
- The decrease in nursing faculty, both seasoned and new, due to faculty retirement and other less stressful job opportunities,
- Career readiness and licensure preparation activities were not required to be completed using a face-to-face format.
- Lack of monitoring of the structured testing format used in the preparation of the potential graduates during their last nursing courses before graduation.

Please find attached the Action Plan document that has been completed using the format outlined in your correspondence and by COMAR 10.27.03 as the example illustrated.

The BCCC Nursing Faculty values the support of the MBON and looks forward to hearing from the MBON at their earliest convenience regarding the action plan that has been submitted.

Sincerely,

*Dorothy N. Holley*

Dorothy N, Holley, RN
Associate Dean
School of Nursing and Health Professions
Baltimore City Community College
School of Nursing and Health Professions
2901 Liberty Heights A venue
Baltimore, Maryland 21215

Attachment: MBON Action Plan

Cc: Dr. Debra L. McCurdy, President, Baltimore City Community College
Dr. Jacqueline Hill, Vice President of Academic Affairs, Baltimore City Community College
Dr. Dr. Ghazanfar Mahmood, Interim Dean, School of Nursing and Health Professions Baltimore City Community College
Dr. Dionne Woolford-Hudgins, RN, ADN Program Coordinator, Baltimore City Community College
Dr. Roshelle Lemon-Howard, RN, Practical Nursing Certificate Program Coordinator, Baltimore City Community College

Maryland
DEPARTMENT OF HEALTH

# Board of Nursing

*Wes Moore, Governor · Aruna Miller, Lt. Governor · Laura Herrera Scott, M.D., M.P.H., Secretary*

**Action Plan Report to the Maryland Board of Nursing**
**COMAR Standards 10.27.03.04--.18**

**Nurse Administrator/Title:** Dorothy Holley, RN, Associate Dean
**Nursing Program:** Baltimore City Community College
**Program Address:** 2901 Liberty Heights Avenue, Baltimore, Maryland 21215
**Report Submission Date:** December 19, 2023

| **Issues Impacting Program & NCLEX-RN/PN® Performance (Address Issues by COMAR Standards) *** | **Strategies for Improvement** | **Timeline for Improvement** | **Responsible Person(s)** | **Evaluation of Strategies** | **Required Follow-Up & Anticipated Modifications** |
|---|---|---|---|---|---|
| COMAR 10.27.03.04/Philosophy & Objectives, Outcomes, or Competencies: | N/A | | | | |
| COMAR 10.27.03.05/Administration & Organization: | N/A | | | | |
| COMAR 10.27.03.06/Records & Reports: **State issues under the heading. RN program** **The college has initiated a new data system, BANNER, which is not accessible to faculty and/or staff personnel.** | Have contacted IT and Office of Institutional Research to design and maintain database and monitor for adherence. This database will | Spring 2024 | Dorothy Holley, Associate Dean Dr. Dionne Woolford Hudgens, ADN Program Coordinator | Will monitor and track graduation dates and NCLEX test dates of students. Will monitor graduates timing of taking the | Continue to adequately monitor length of time between end of program activities, graduation, and NCLEX-RN testing date. Implementation date Spring 2024 semester |

| | | | | | |
|---|---|---|---|---|---|
| **Therefore, data cannot and has not been adequately monitored in observing the length of time between end of program, graduation, and NCLEX-RN testing dates of nursing graduates.** | track RN graduates length of time between NCLEX testing dates. The Nursing Department will have access to and oversight of applications. | | | NCLEX-RN six to 12 months of completing end of program testing/activities. | |
| **<u>PN certificate program</u>**<br>**The college has initiated a new data system, BANNER, which is not accessible to faculty and/or staff personnel. Therefore, data cannot and has not been adequately monitored in observing the length of time between end of program, graduation, and NCLEX-PN testing dates of nursing graduates.** | Have contacted IT and Office of Institutional Research to design and maintain database to monitor for adherence. This database will track PN graduates length of time between NCLEX-PN testing dates. The Nursing Depart will have access to and oversight of applications. | Spring 2024 | Dorothy Holley, RN Associate Dean<br>Dr. Roschelle Lemon-Howard, RN PN Program Coordinator | Will monitor and track graduation dates and NCLEX-PN test dates of students.<br><br>Will monitor graduates timing of taking the NCLEX-PN six to 12 months of completing end of program testing/activities. | Continue to adequately monitor length of time between end of program activities, graduation, and NCLEX-PN testing date. Implementation date Spring 2024 semester |

| COMAR 10.27.03.07/ Nursing Program Administrator: | N/A | | | | |
|---|---|---|---|---|---|
| **Issues Impacting Program & NCLEX-RN/PN® Performance (Address Issues by COMAR Standards) *** | **Strategies for Improvement** | **Timeline for Improvement** | **Responsible Person(s)** | **Evaluation of Strategies** | **Required Follow-Up & Anticipated Modifications** |
| COMAR 10.27.03.08/Nurse Faculty & Clinical Nurse Faculty: **State issues under the heading.**<br>The normal budgeted complement for full time nursing faculty in the nursing programs is 13. Due to retirements, and faculty leaving for new positions, the total number of full-time faculty is 9. This has led to creative staffing overage, faculty are on overload, and faculty teaching content in two courses.<br><br>Currently the PN program is being conducted using one full-time faculty and two to three adjunct faculty members. | Have been actively recruiting and advertising for new hires. Nursing faculty are considered in the "hard-to-hire" category.<br><br>Currently we are advocating for the hire of one additional full-time faculty for the PN program, which will provide necessary support for the students.<br><br>Still actively interviewing applicants.<br><br>In addition, the hiring process for | January 2024 Interview dates to begin and be on going. | Dorothy Holley, Associate Dean | Will continue to actively advertise, recruit, and interview applicants who apply that meet the criteria for faculty members.<br><br>Will continue to utilize adjunct faculty teaching their nursing expertise content in this course. | Continue to monitor and actively recruit.<br><br>Modifications to begin January 2024<br><br>Schedule stress management/reduction activities and seminars for nursing faculty to prevent overload and job burn out. |

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| | the state of Maryland can be long and time consuming between the interview, date of hire to the actual start date of employment.<br><br>Continue to utilize adjunct nursing faculty to teach certain course content that is their level of expertise.<br><br>Have been actively recruiting and advertising for new hires. However, with the salary range, this is a hard to hire position.<br><br>Still actively interviewing applicants.<br><br>In addition, the hiring process for the state of Maryland can be | January 2024 Interview dates to begin and be ongoing. | Dorothy Holley, RN Associate Dean | Will continue to actively advertise, recruit, and interview applicants who apply that meet the criteria for faculty members.<br><br>Will continue to utilize RN faculty teaching their nursing expertise content in this course. | |

| | | | | | |
|---|---|---|---|---|---|
| | long and time consuming between the interview, date of hire to the actual start date of employment. | | | | |
| COMAR 10.27.03.09/Faculty Policies. | N/A | | | | |
| COMAR 10.27.03.10/Faculty Organization: **State issues under the heading.** | N/A | | | | |
| COMAR 10.27.03.11/Faculty Development & Evaluation | N/A | | | | |
| COMAR 10.27.03.12/Resources, Facilities & Services: **State issues under the heading.** The clinical lab/simulation manager resigned and had difficulty during and after the COVID pandemic securing facility clinical sites. This has resulted in students lacking clinical skills practice time and decreased proficiency in skills. | Actively recruit and hire new clinical laboratory manager.<br><br>Utilize adjunct faculty to work in the simulation lab and assist fulltime faculty with simulation scenarios. | Spring 2024 semester | Dorothy Holley, RN Associate Dean | Monitor students progression in acquiring and demonstrating proficiency in new skills. | Monitor on students clinical evaluation form.<br>Monitor students clinical skills check off list.<br>Monitor students clinical skills practice in skills laboratory and clinical facilities rotation sites. |

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| **PN certificate program**<br>The clinical lab/simulation manager resigned and had difficulty during and after the COVID pandemic securing facility clinical sites. This has resulted in students lacking clinical skills practice time and decreased proficiency in skills. | Actively recruit and hire new clinical laboratory manager.<br>Utilize adjunct faculty to work in the simulation lab and assist fulltime faculty with simulation scenarios. | Spring 2024 semester | Dorothy Holley, RN Associate Dean<br><br>Dr. Roschelle Lemon-Howard, RN PN Program Coordinator | Monitor students progression in acquiring and demonstrating proficiency in new skills. | Monitor on students clinical evaluation form.<br>Monitor students clinical skills check off list.<br>Monitor students clinical skills practice in skills laboratory and clinical facilities rotation sites. |
| **Issues Impacting Program & NCLEX-RN/PN® Performance (Address Issues by COMAR Standards) *** | **Strategies for Improvement** | **Timeline for Improvement** | **Responsible Person(s)** | **Evaluation of Strategies** | **Required Follow-Up & Anticipated Modifications** |
| COMAR 10.27.03.13/Curriculum:<br>**State issues under the heading.**<br>Updated RN test plan to include alternate format style questions. Incorporate ATI testing in class evaluative method in every course.<br><br>Updated RN test plan to include case studies in lecture format. | Include alternate format style questions on all quizzes and examinations. | Initiated Fall 2023 | Dorothy Holley, RN, Associate Dean<br>All nursing faculty | Include criteria for the type of alternate style questions and number to be included on every evaluative method in all nursing courses showing progression from simple to complex.<br><br>Evaluate and monitor evaluative methods | Monitor and review evaluative measures to be in compliance with testing policies. |

| | | | | | |
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| Reinforce comprehensive structured testing of fourth semester students prior to graduation. | Implement career readiness activities to prepare graduates for the NCLEX-RN and the workforce.<br><br>Incorporate career readiness activities (NCLEX prep) within the fourth semester nursing course NUR 216.<br><br>NUR 216 course syllabus includes ATI testing and testing dates. Access to learning resources will be available within the first three weeks of the semester. | Implemented Fall 2023 | Dorothy Holley, RN, Associate Dean<br>All nursing faculty | examination and quiz grades.<br><br>Students will complete career readiness activities while enrolled in NUR 216 | Monitor students to complete career readiness activities while enrolled in NUR 216 prior to graduation. |

| | | | | | |
|---|---|---|---|---|---|
| **PN certificate program** | For the PN program, comparable career readiness interventions continue to be implemented in PNU 115 using a direct collaboration with the Office of Career Development Services.<br><br>Comprehensive benchmark testing specific to the NCSBN client needs categories using Course Point® is the primary component of summative assessments for PNU 115.<br><br>NCLEX-PN Intensive. This is a designated two-week timeframe during the final two-weeks of the | Summer 2021<br><br><br>

| | | | | | |
|---|---|---|---|---|---|
| | last semester PNU 115. | | | | |
| **Issues Impacting Program & NCLEX-RN/PN® Performance (Address Issues by COMAR Standards) *** | **Strategies for Improvement** | **Timeline for Improvement** | **Responsible Person(s)** | **Evaluation of Strategies** | **Required Follow-Up & Anticipated Modifications** |
| COMAR 10.27.03.14/Students **State issues under the heading.** Maintain Academic integrity of course examinations | Nursing course examinations will be offered in an electronic format. Due to the COVID pandemic, electronic format was initiated. However, lack of computers in the nursing department has hampered the use of all courses utilizing the electronic format.<br><br>Anti-cheating computer equipment has been installed (Lock-down browser) | Implemented Spring 2023 | Dorothy Holley, RN Associate Dean Nursing faculty | Improve academic integrity of course examinations.<br><br>Institute strategies to prevent academic dishonesty.<br><br>Acquire additional computers for all courses to implement computer-based examinations. | The examinations will be monitored by the Faculty for adherence to stated policies.<br><br>Maintain and monitor a stringent anti-cheating policy |

| | | | | | |
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| | Continue aggressive monitoring during scheduled examinations.<br><br>Faculty will revise course examinations every semester.<br><br>Review the testing policy/ procedures for revisions. | | | | |
| **Issues Impacting Program & NCLEX-RN/PN® Performance (Address Issues by COMAR Standards) *** | **Strategies for Improvement** | **Timeline for Improvement** | **Responsible Person(s)** | **Evaluation of Strategies** | **Required Follow-Up & Anticipated Modifications** |
| COMAR 10.27.03.15/Program Evaluation: **State issues under the heading.** ADN program is scheduled for reaccreditation site visit from ACEN Spring 2024. In addition to regular faculty duties and responsibilities. Submitting report in new electronic format, which is a new concept. | Completing accreditation report with new faculty members. | Implemented Sprig 2023 | Doroty Holley, RN Associate Dean Nursing Faculty | Weekly ACEN meeting to complete the writing of this report. | Weekly revisions and modifications to report as needed after faculty review. Will submit draft report to college administration December 2023.<br><br>Will submit report in early January per protocol using new electronic format. |
| COMAR 10.27.03.16/Annual | Strategies stated in corresponding standards. | Spring 2024 semester | Dorothy Holley, RN | NCLEX pass rates in | Monitor NCLEX pass rates in compliance with regulations. |

| | | | | | |
|---|---|---|---|---|---|
| Review: **State issues under the heading.**<br>Issues stated in corresponding COMAR standards.<br><br>**PN Certificate program**<br>Issues stated in corresponding COMAR standards. | Strategies stated in corresponding standards. | Spring 2024 semester | Associate Dean<br><br>Dorothy Holley, RN Associate Dean | compliance with regulations.<br><br>NCLEX pass rates in compliance with regulations | Monitor NCLEX pass rates in compliance with regulations. |
| COMAR 10.27.03.17/Removal from Approved List: **State issues under the heading.** | N/A | | | | |
| COMAR 10.27.03.18/New Programs & Continuing Approval Requirements: **State issues under the heading.** | N/A | | | | |

Updated: 11/2018; 5/2019; 10/2019; 7/2020; 9/2021; 4/2023; 12/2023

*If COMAR Standard is not applicable to the report, please enter "NA."

# ATTACHMENT #4

# BALTIMORE CITY COMMUNITY COLLEGE

# PRESURVEY DOCUMENTS

Exhibit 1.6

Maryland
DEPARTMENT OF HEALTH

# Board of Nursing

Wes Moore, Governor · Aruna Miller, Lt. Governor · Laura Herrera Scott, M.D., M.P. H., Secretary

**Education Program RN Presurvey Visit Report Form**
PLEASE PROVIDE THE FOLLOWING INFORMATION (Form A)

Associate Degree Nursing Program
Legal/Official Name of the Nursing Education Program

Dorothy N. Holley, Assoviate Dean SNHP
Name & Title of Program Administrator

| 2901 Liberty Heights Avenue | Baltimore Md 21215 | | |
|---|---|---|---|
| Program Address | City | State | Zip |

| 2901 Liberty Heights Avenue | Baltimore | Md | 21215 |
|---|---|---|---|
| Program Nurse Administrator Address | City | State | Zip |

| Dorothy N. Holley | 410-225-4633 | dholley@bccc.edu |
|---|---|---|
| Program Nurse Administrator | PhoneNurse Administrator Fax | Nurse Administrator E-mail |

Total Program Enrollment: 96

Number of Weeks in Program: 64 Number of classes admitted annually: 2

**Is the nursing education program divided into** *(check one):*

Semesters X Quarters___ Trimesters ___ Other___ *(Please explain):*_____

| | Yes | No |
|---|---|---|
| Is the nursing education program under the approval or authorization by the Maryland Higher Education Commission (MHEC) | X | |
| Is the nursing education program under the approval or authorization by the Maryland Board of Nursing (MBON) | X | |

The undersigned hereby affirms that the information provided in the enclosed documents and documentation are true, I have hereunto set my hand this 15th *day* of March, 2024.

Dorothy N. Holley
(Signature) Program Nurse Administrator

Dorothy N. Holley, Associate Dean
(Type Name and Title)

**4140 Patterson Avenue - Baltimore, Maryland 21215-2254**
**Toll Free: 1 (888) 202 – 9861 • Phone: (410) 585 – 1900 • TTY/TDD: 1 (800) 735 – 2258**
**Fax: (410) 358 - 3530**
***www.mbon.maryland.gov***

Maryland
DEPARTMENT OF HEALTH

# Board of Nursing

Wes Moore, Governor · Aruna Miller, Lt. Governor · Laura Herrera Scott, M.D., M.P. H., Secretary

**Education Program PN Presurvey Visit Report Form**
PLEASE PROVIDE THE FOLLOWING INFORMATION (Form A)

Practical Nursing Certificate program
Legal/Official Name of the Nursing Education Program

Dorothy N. Holley, Associate Dean
Name & Title of Program Administrator

| 2901 Liberty Heights Avenue | Baltimore | Maryland | 21215 |
|---|---|---|---|
| Program Address | City | State | Zip |

| Same as above | | | |
|---|---|---|---|
| Program Nurse Administrator Address | City | State | Zip |

| 410-462-7765-7771 | 410-225-4633 | Dholley@bccc.edu |
|---|---|---|
| Program Nurse Administrator Phone | Nurse Administrator Fax | Nurse Administrator E-mail |

Total Program Enrollment: 20

Number of Weeks in Program: 42 Number of classes admitted nually: 1

**Is the nursing education program divided into** (*check one):*

Semesters X Quarters ___ Trimesters ___ Other ___ *(Please Explain):* _____

| | Yes | No |
|---|---|---|
| Is the nursing education program under the approval or authorization by the Maryland Higher Education Commission (MHEC) | X | |
| Is the nursing education program under the approval or authorization by the Maryland Board of Nursing (MBON) | X | |

**The undersigned hereby affirms that the information provided in the enclosed documents and** documentation are true, I have hereunto set my hand this 15th *day* of March, 2024

Dorothy N. Holley
(Signature) Program Nurse Administrator

Dorothy N. Holley Associate Dean,SNHP
(Type Name and Title)

Maryland
DEPARTMENT OF HEALTH

# Board of Nursing

*Wes Moore, Governor · Aruna Miller, Lt. Governor · Laura Herrera Scott, M.D., M.P. H., Secretary*

March 5, 2024

Ms. Dorothy Holley, MS, RN
Interim Associate Dean of Allied Health and Nursing
Baltimore City Community College
2901 Liberty Heights Avenue
Baltimore, MD 21215

**Re: MBON Full-Cycle, Collaborative Onsite Visit at Baltimore City Community College, March 19th to March 21st, 2024**

Dear Ms. Holley:

The Maryland Board of Nursing (MBON) Education Consultants will conduct a full-cycle site visit at Baltimore City Community College, on Tuesday, March 19th to Thursday, March 21, 2024, in collaboration with peer reviewers from the Accreditation Commission for Education in Nursing (ACEN). The visit will address the Code of Maryland Regulations (COMAR) 10.27.03.02 - .15: *Nursing Education Programs.*

The MBON Education Consultants will include myself, Dr. Camille Forbes-Scott, and Dr. Elizabeth Miller. In addition, a United States Department of Education (USDOE) representative will accompany us to the visit to review MBON processes, and as a requirement to our February 2023 application submission requesting Continued Accreditation Recognition for an additional five years. We anticipate the USDOE representative will be Dr. Nicole Harris. Please note her attendance during this site visit is pending. We will notify you as the final determination is completed. There is nothing that you will need to do or prepare related to USDOE.

Please keep in mind for the following logistical considerations:

1. Onsite Workspace. We are willing to share workspace with the ACEN Peer Reviewers. However, should the ACEN Peer Reviewers prefer to have a separate room for work and deliberations, please identify alternative workspace for the MBON Education Consultants.
2. Resource Room. Should Baltimore City Community College establish a Resource Room for access and review of documents during the visit, MBON Education Consultants will work collaboratively with the ACEN Peer Reviewers to ensure all have access to the materials provided for review.
3. Onsite Printing and Internet Access. Minimal onsite printing may be required during the visit. The MBON Education Consultants will bring our laptops and complete internet access through Baltimore City Community College systems.

4. Receipt of the Self Study and Link Access to Online Materials. We received the Baltimore City Community College Self Study Report. Thank you for the information. We confirmed, via email, the receipt of the link access to online program materials. It is important that MBON Education Consultants receive the same information for review that has been or is being provided to the ACEN Peer Reviewers.
5. Site Visit Agenda. The MBON Education Consultants will follow the planned itinerary that Baltimore City Community College establishes with the ACEN Peer Reviewers. We appreciate having a draft copy of the Site Visit Agenda sent to the Board at your earliest opportunity.
6. Hotel Accommodations. Please provide us with the name, address and phone number of the hotel that will be used by the ACEN Peer Reviewers. The MBON Education Consultants may choose to stay at the same location for travel and site visit logistics.

We appreciate you and look forward to the site visit scheduled for March 19th to March 21, 2024.

Sincerely,

*Dr. Sheila Green*

Dr. Sheila Green
Education Consultant, and on behalf of Dr. Camille Forbes-Scott, Deputy Director and Director of Education and Examination
Maryland Board of Nursing

Cc: Dr. Camille Forbes-Scott
Deputy Director and Director of Education
Maryland Board of Nursing

Ms. Rhonda Scott, Esq.
Executive Director
Maryland Board of Nursing

Dr. Elizabeth Miller
Education Consultant, Maryland Board of Nursing

Maryland
DEPARTMENT OF HEALTH

# Board of Nursing

*Wes Moore, Governor · Aruna Miller, Lt. Governor · Laura Herrera Scott, M.D., M.P. H., Secretary*

**Presurvey Visit Report (PVR)**
**Use for RN & PN Programs**
**Instructions**

The Nurse Program Administrator submits documentation that evidence the program's ongoing compliance with the relevant COMAR 10.27.03.04-.15 regulations. It is the Nurse Program Administrator's responsibility to identify and submit program documents that respond to specific requirements. The document list below is provided as a general guideline. There are additional materials required for review that are not included in the Presurvey Visit Report (PVR), but are to be made available on site during the survey. These materials are also listed below in the instructions. The Program Administrator shall indicate in the designated area of the PVR, the documents that will be made available on site and the COMAR requirement to which the document responds.

**COMAR REQUIRING SUPPORTING DOCUMENTATION**

| COMAR 10.27.03.04-.15 | Documents to be included in PVR | Documents to be available onsite |
|---|---|---|
| Organizational table/chart for the controlling agency | ✓ | |
| Organizational table/chart for nursing education program | ✓ | |
| Job description for the program administrator, that includes responsibilities COMAR 10.27.03.07 | ✓ | |
| Submit the following information in chart form for all program locations, if applicable: Name, Location, Associate Administrator, Average student census and geographic proximity to main campus | ✓ | |
| If applicable, include a narrative describing how the program locations are consistent in their philosophy, conceptual framework, etc., as required by COMAR 10.27.03.04-.15 | ✓ | |
| The nursing faculty by-laws or a description of the organizational structure and function of the nursing faculty | ✓ | |
| A description of the processes used for obtaining faculty and student involvement in determining academic and program policies and procedures, curriculum planning, and program evaluation | ✓ | |
| A copy of the budget for the program and the process for maintaining resources for classroom and skills laboratory equipment and supplies necessary for students to successfully complete the program. | ✓ | |
| A copy of the policy related to evaluation of faculty and preceptors, and how the evaluation is documented (if a form is used, please attach the form) | ✓ | |
| A description of the orientation process for new faculty and how it is documented (if a form is used, please attach the form) | ✓ | |
| The process for verifying that each nurse teaching in the program holds a current, valid license and graduate education credentials for specialty areas of teaching. | ✓ | |
| Program faculty meeting minutes for the entire approval time period and other documents that reflect complicance. | | ✓ |
| Copies of budget for the nursing program for the entire approval time period. | | ✓ |
| Submit the following information in a chart form for all administrative & faculty employed by or under contract with the nursing program:<br>a. Full name & license number as it appears on their nursing license<br>b. Title | ✓ | |

**4140 Patterson Avenue - Baltimore, Maryland 21215-2254**
**Toll Free: 1 (888) 202 – 9861 • Phone: (410) 585 – 1900 • TTY/TDD: 1 (800) 735 – 2258**
**Fax: (410) 358 - 3530**
***www.mbon.maryland.gov***

| | | |
|---|---|---|
| c. Academic Preparation<br>d. Year & Month of appointment | | |

| COMAR 10.27.03.04-.15 | Documents to be included in PVR | Documents to be available onsite |
|---|---|---|
| e. Years of experience as faculty teaching in nursing course (if applicable) and type of program(s) taught (RN or LPN)<br>f. All states in which individual was responsible to teach as faculty | ✓ | |
| Submit the following information in a chart format for all preceptors used in the nursing program:<br>a. Name as it appears on their nursing license and license number<br>b. Employment title<br>c. Documentation of length of practice by month and year as a nurse<br>d. Documentation of demonstrated competence in clinical area where preceptor supervised student<br>e. Clinical facility and clinical practice area<br>f. Highest nursing academic degree achieved<br>g. License verification | ✓ | |
| Submit position descriptions of the following: faculty, preceptors and associate administrators, as applicable | ✓ | |
| Files for administrators, associate administrators, nursing faculty that contain transcripts, resume, license verifications and documentation of orientation and evaluation | | ✓ |
| Documentation of each preceptor's qualifications, including license verification | | ✓ |
| Written policies for the following:<br>a. Admission<br>b. Readmission<br>c. Progression<br>d. Completion<br>e. Student notification of program policy changes<br>f. Payment of fees and expenses<br>g. Procedure for student illness in the classroom and clinical setting<br>h. Availability of student guidance and counseling services<br>i. Process for filing student grievances and appeals<br>j. Faculty responsibilities related to the supervision of students<br>k. Periodic evaluation of each student's progress in each course<br>l. Student Codes of Conduct in accordance with COMAR 10.27.03.14 | | ✓ |
| A list of all current students from which the Education Consultants will randomly select files for review of evidence of implementation of written policies | | ✓ |
| College catalog, Student Handbook, and Faculty Handbook that contain program policies | ✓ | ✓ |
| The program's philosophy, conceptual framework, objectives | ✓ | ✓ |
| Nursing course syllabi and curriculum plan | ✓ | ✓ |
| Verification of student competencies | ✓ | ✓ |
| Examples of teaching strategies | ✓ | ✓ |
| Student performance evaluations | ✓ | ✓ |
| Student and faculty evaluations of clinical sites | ✓ | ✓ |
| Student completed course and faculty evaluations | ✓ | ✓ |
| Written systematic plan of evaluation, with results and actions instituted | ✓ | ✓ |
| Current clinical contractual agreements | ✓ | ✓ |
| If facilities are used for clinical experiences in another jurisdiction, documentation that the program is complying with any and all requirements of the jurisdiction in which the clinical experience is held. Include documentation of contact with the Board of Nursing or other entity that regulates nursing in the other jurisdiction. | ✓ | ✓ |
| Any prepared informational material provides to preceptors (as applicable) | ✓ | ✓ |

Maryland
DEPARTMENT OF HEALTH

# Board of Nursing

Wes Moore, Governor · Aruna Miller, Lt. Governor · Laura Herrera Scott, M.D., M.P. H., Secretary

**Education Program RN Presurvey Visit Report Form**
PLEASE PROVIDE THE FOLLOWING INFORMATION (Form A)

Legal/Official Name of the Nursing Education Program

Name & Title of Program Administrator

Program Address City State Zip

Program Nurse Administrator Address City State Zip

Program Nurse Administrator PhoneNurse Administrator Fax Nurse Administrator E-mail

Total Program Enrollment:_____

Number of Weeks in Program:_____ Number of classes admitted annually: _____

**Is the nursing education program divided into** *(check one):*

Semesters ___ Quarters___ Trimesters ___ Other___ *(Please explain):*_____

| | Yes | No |
|---|---|---|
| Is the nursing education program under the approval or authorization by the Maryland Higher Education Commission (MHEC) | | |
| Is the nursing education program under the approval or authorization by the Maryland Board of Nursing (MBON) | | |

The undersigned hereby affirms that the information provided in the enclosed documents and documentation are true, I have hereunto set my hand this *day* of , 20.

(Signature) Program Nurse Administrator

(Type Name and Title)

**4140 Patterson Avenue - Baltimore, Maryland 21215-2254**
**Toll Free: 1 (888) 202 – 9861 • Phone: (410) 585 – 1900 • TTY/TDD: 1 (800) 735 – 2258**
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Maryland
DEPARTMENT OF HEALTH

# Board of Nursing

*Wes Moore, Governor · Aruna Miller, Lt. Governor · Laura Herrera Scott, M.D., M.P. H., Secretary*

**Education Program**

**PN Presurvey Visit Report Form**

PLEASE PROVIDE THE FOLLOWING INFORMATION (Form A)

_____

Legal/Official Name of the Nursing Education Program

_____

Name & Title of Program Administrator

_____

Program Address City State Zip

_____

Program Nurse Administrator Address City State Zip

_____

Program Nurse Administrator Phone Nurse Administrator Fax Nurse Administrator E-mail

Total Program Enrollment: _____

Number of Weeks in Program: _____ Number of classes admitted annually: _____

**Is the nursing education program divided into** (*check one):*

Semesters ___ Quarters___ Trimesters ___ Other___ *(Please Explain):*_____

| | Yes | No |
|---|---|---|
| Is the nursing education program under the approval or authorization by the Maryland Higher Education Commission (MHEC) | | |
| Is the nursing education program under the approval or authorization by the Maryland Board of Nursing (MBON) | | |

The undersigned hereby affirms that the information provided in the enclosed documents and documentation are true, I have hereunto set my hand this *day* of , 20.

_____

(Signature) Program Nurse Administrator

_____

(Type Name and Title)

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# Board of Nursing

*Wes Moore, Governor · Aruna Miller, Lt. Governor · Laura Herrera Scott, M.D., M.P.H., Secretary*

**Action Plan Report to the Maryland Board of Nursing**
**COMAR Standards 10.27.03.04--.18**

**Nurse Administrator/Title:** __Dorothy Holley, RN, Associate Dean- School of Nursing and Health Professions
**Nursing Program:** Baltimore City Community College_____
**Program Address:** 2901 Liberty Heights Avenue, Baltimore, Maryland 21215
**Report Submission Date:** ____June 13, 2024

| **Issues Impacting Program & NCLEX-RN/PN® Performance (Address Issues by COMAR Standards) *** | **Strategies for Improvement** | **Timeline for Improvement** | **Responsible Person(s)** | **Evaluation of Strategies** | **Required Follow-Up & Anticipated Modifications** |
|---|---|---|---|---|---|
| COMAR 10.27.03.05 A-E Administration & Organization:<br><br>C. The program shall have comparable status with other academic units within the controlling institution. | At the beginning of every fiscal year, the Nurse Administrator will compare Nursing and Dental Hygiene budgets to ensure budgetary equity between the two. The first review will occur on or before June 30, 2024. In case of deficiencies, the Nurse administrator will | The budgets will be compared at the beginning of the fiscal year (July) to determine comparability. | Nurse Administrator<br><br>Dean, School of Nursing and Health Professions (SNHP)<br><br>Vice President for Academic Affairs (VPAA)<br><br>Senior Analyst, Budget Office | The nursing and dental hygiene budgets will be compared at the end of this fiscal year (June 30, 2024); thereafter, the budgets will be compared at the beginning of the fiscal year to determine comparability. | Reviews will be on going and modifications made as needed. |

| **Issues Impacting Program & NCLEX-RN/PN® Performance (Address Issues by COMAR Standards) *** | **Strategies for Improvement** | **Timeline for Improvement** | **Responsible Person(s)** | **Evaluation of Strategies** | **Required Follow-Up & Anticipated Modifications** |
|---|---|---|---|---|---|
| COMAR 10.27.03.05 A-E Administration & Organization:<br><br>C. The program shall have comparable status with other academic units within the controlling institution. | request additional funding.<br><br>The Nursing administrator will plan representation of professional development share in the budget.<br><br>The College has revised a professional development request process which will allow faculty the opportunity to receive funding to attend external professional development activities (see attachment 1). | Before the conclusion of Spring 2024 semester, the Vice President for Academic Affairs and the Chief Financial Officer secured funds to support faculty development. The funds must be encumbered by June 30th however, PD travel can exceed June 30th date. | Vice President Finance & Administration<br><br>Nurse Administrator<br><br>Dean, SNHP<br><br>Finance & Administration Personnel | At the end of each academic year, will review and document the number of nursing faculty/ Nurse Administrator that were approved and attended external professional development conferences.<br><br>As of June 3, 2024, fifty percent of nursing faculty have been approved for professional | The Nurse Administrator will monitor the frequency and number of faculty authorized to attend external nursing conferences. |

| **Issues Impacting Program & NCLEX-RN/PN® Performance (Address Issues by COMAR Standards) *** | **Strategies for Improvement** | **Timeline for Improvement** | **Responsible Person(s)** | **Evaluation of Strategies** | **Required Follow-Up & Anticipated Modifications** |
|---|---|---|---|---|---|
| COMAR 10.27.03.05 A-E Administration & Organization:<br><br>C. The program shall have comparable status with other academic units within the controlling institution. | | Academic Year 2024-2025 budget request from the Nurse Administrator will include faculty development funds to continue support for the nursing faculty. | | development travel during Summer and early Fall of 2024. | |
| COMAR 10.27.03.05 A-E Administration & Organization:<br><br>E. The financial resources shall support: (1) Adequate educational facilities and equipment. | **Nursing Building Renovations**<br>The Governor's FY 2025 budget includes $1.289M to start Design on the Nursing Renovation and Addition. This project will renovate the existing 1977 Nursing Building (36,000 square feet) and design and construct a 17,500 | Monitor progress of Nursing Building Renovations which will be ongoing until projected completion in 2027.<br><br>The Nursing department will follow the timeline as delineated in the College's current Facilities Master Plan. | Nurse Administrator<br><br>Dean, SNHP<br><br>Nursing Faculty<br><br>Vice President – Facilities<br><br>Vice President – Administration and Finance<br><br>Vice President for Academic Affairs | Include MBON in the preliminary planning of Nursing Building Renovation.<br><br>Keep track of the completion of benchmarks.<br>• The new facility will provide nursing simulation suites, based on hospital and accreditation | Monitor through completion.<br><br>Keep MBON apprised of updates as received regarding renovations. |

| **Issues Impacting Program & NCLEX-RN/PN® Performance (Address Issues by COMAR Standards) *** | **Strategies for Improvement** | **Timeline for Improvement** | **Responsible Person(s)** | **Evaluation of Strategies** | **Required Follow-Up & Anticipated Modifications** |
|---|---|---|---|---|---|
| COMAR 10.27.03.05 A-E Administration & Organization:<br><br>E. The financial resources shall support: (1) Adequate educational facilities and equipment. | square foot addition.<br>The project will include updated and specialized classrooms, practicum observation spaces, lecture halls, and nursing simulation suites. The FY 2025 budget includes $1.289M in capital funding to begin design. The estimated cost of this project totals $50,070,000. | | | standards, as well as classroom, laboratory, office, and other support spaces.<br><br>• This project will provide a modern larger facility for BCCC's well - established Nursing program and will address a critical workforce need in Maryland.<br><br>Meet with the appropriate College administration and external agencies' | |

| **Issues Impacting Program & NCLEX-RN/PN® Performance (Address Issues by COMAR Standards) *** | **Strategies for Improvement** | **Timeline for Improvement** | **Responsible Person(s)** | **Evaluation of Strategies** | **Required Follow-Up & Anticipated Modifications** |
|---|---|---|---|---|---|
| COMAR 10.27.03.05 A-E Administration & Organization:<br><br>The financial resources shall support: (2) Qualified administrative, clerical, and instructional personnel. | Nursing Laboratory Manager | Effective March 2024, the job description was developed, approved, and has been posted. Interviews are in progress. | Nurse Administrator<br><br>Dean, SNHP<br><br>VPAA<br><br>Dean, SNHP<br>Nurse Administrator | personnel as related to planning, implementation, and completion.<br><br>Will monitor submission of applications and interview as appropriate. | On-going until the position is filled. |
| | **Proposed New Position**<br>Obtain permission to hire a full-time Nursing Success Coach<br><br>Written notification of Dorothy Holley's appointment as Nurse Administrator for the nursing programs at BCCC. | On or before the start of the Spring 2025 semester.<br><br>Notification will be made no later than June 13, 2024. | Nurse Administrator<br><br>Vice President for Academic Affairs | N/A<br><br>A completed written notification of Dorothy Holley's appointment as Nurse Administrator for | Monitor status of request for position approval.<br><br>Notification of receipt by MBON. |

| **Issues Impacting Program & NCLEX-RN/PN® Performance (Address Issues by COMAR Standards) *** | **Strategies for Improvement** | **Timeline for Improvement** | **Responsible Person(s)** | **Evaluation of Strategies** | **Required Follow-Up & Anticipated Modifications** |
|---|---|---|---|---|---|
| COMAR 10.27.03.05 A-E Administration & Organization:<br><br>The financial resources shall support: (2) Qualified administrative, clerical, and instructional personnel. | | | | Nursing programs at BCCC. | |

| **Issues Impacting Program & NCLEX-RN/PN® Performance (Address Issues by COMAR Standards) *** | **Strategies for Improvement** | **Timeline for Improvement** | **Responsible Person(s)** | **Evaluation of Strategies** | **Required Follow-Up & Anticipated Modifications** |
|---|---|---|---|---|---|
| COMAR 10.27.03.07 Nursing Program Administrator:<br><br>*Part B (3) Responsibilities:* Board Education Consultants recommend that the Board requests clarity in the role and responsibilities of the Nursing Program Administrator, specific to the preparation, development, and administration of the nursing program budget. | The Nurse Administrator will meet with the nursing faculty and staff to determine program needs (i.e. full-time faculty, adjunct faculty, supplies, travel request, and educational resources such as organizational dues, ATI, EDGT, & HURST). The College's budget process is being reviewed and revised to ensure engagement and inclusion of the Nurse Administrator in the budget planning and allocation process. | Fall 2024 semester. | Nurse Administrator<br><br>Nursing faculty and staff | Review the revised budget process.<br><br>Review FY 2025 Budget when made available. | Determine sufficiency of allocated funds. |

| **Issues Impacting Program & NCLEX-RN/PN® Performance (Address Issues by COMAR Standards) *** | **Strategies for Improvement** | **Timeline for Improvement** | **Responsible Person(s)** | **Evaluation of Strategies** | **Required Follow-Up & Anticipated Modifications** |
|---|---|---|---|---|---|
| COMAR 10.27.03.07 Nursing Program Administrator:<br><br>Part B (10) Assuring that all publications pertaining to the nursing program are clear, accurate, and current. | Publications pertaining to the Nursing Program will be checked at the start of each semester to ensure instructional print resources are not older than 5 years.<br><br>The Nurse Administrator and nursing faculty will make recommendations to the library director regarding appropriate nursing education print materials and other resources for the nursing education program. | During the Summer 2024 semester, the library director will conduct a review for outdated printed material.<br><br>The faculty will engage in the process on their return in Fall 2024 semester. | Nurse Administrator<br><br>Designated nursing faculty<br><br>Library Director | Nurse Administrator and nursing faculty will work with library director to develop policies governing the purchase, use, and disposal of library materials that are used in the nursing education programs. | Nurse Administrator/faculty will visit the library annually to determine the appropriateness of library materials designated for use in the nursing programs. |

| **Issues Impacting Program & NCLEX-RN/PN® Performance (Address Issues by COMAR Standards) *** | **Strategies for Improvement** | **Timeline for Improvement** | **Responsible Person(s)** | **Evaluation of Strategies** | **Required Follow-Up & Anticipated Modifications** |
|---|---|---|---|---|---|
| COMAR 10.27.03.08A-D: Faculty & Clinical Instructors<br><br>Instructional materials are accessible, current, and relevant to the curriculum.<br><br>Policies concerning the teaching load for faculty and nursing program administrator shall be in writing. Sufficient time shall be provided for faculty to accomplish those activities related to the teaching-learning process. If the program administrator is required to teach, the program administrator shall carry only a minimum teaching load. | At the beginning of each semester when reviewing syllabi, the Nurse Administrator and faculty will identify resources for relevancy, currency, and accessibility for the nursing students.<br><br>Policy regarding faculty workload is in the Faculty Handbook (2019, pgs. 54-57).<br><br>Hire additional nursing faculty (full and or part-time).<br><br>Review the workload of the ADN and PN Certificate Program Coordinators and redistribute the workload. | Begin review of syllabi in the Fall 2024.<br><br>Fall 2024 semester | Nurse Administrator<br><br>Nursing Faculty<br><br>Nurse Administrator<br><br>Dean, SNHP<br><br>Vice President for Academic Affairs | Nurse Administrator will review and sign off on syllabi before being published each semester.<br><br>Meet with Program Coordinators to determine if release time is sufficient to meet workload demands. | Nurse Administrator will monitor on a semester-by-semester basis.<br><br>Monitor and evaluate workload at the end of each semester. |

| **Issues Impacting Program & NCLEX-RN/PN® Performance (Address Issues by COMAR Standards) *** | **Strategies for Improvement** | **Timeline for Improvement** | **Responsible Person(s)** | **Evaluation of Strategies** | **Required Follow-Up & Anticipated Modifications** |
|---|---|---|---|---|---|
| COMAR 10.27.03.08A-D: Faculty & Clinical Instructors<br><br>Instructional materials are accessible, current, and relevant to the curriculum.<br><br>Policies concerning the teaching load for faculty and nursing program administrator shall be in writing. Sufficient time shall be provided for faculty to accomplish those activities related to the teaching-learning process. If the program administrator is required to teach, the program administrator shall carry only a minimum teaching load. | ADN Program Coordinator will receive 12 release hours and PN Program Coordinator will receive 6 release hours per semester.<br><br>The Nurse Administrator will assume some of the responsibility related to admission, readmission, and registration of ADN, LPN to RN and PN students.<br><br>Reinstate the Clinical Course Coordinator role which is 1 Teaching Assignment Unit (TAU) per clinical course. | Fall 2024 semester<br><br>AY 2024-2025<br><br>AY 2024-2025 | Nurse Administrator<br><br>Dean, SNHP<br><br>Vice President for Academic Affairs<br><br>Nurse Administrator<br><br>Program Coordinators<br><br>Nurse Administrator<br><br>Program Coordinators<br><br>Dean, SNHP<br><br>Vice President for Academic Affairs | Meet with the Dean and Vice President for Academic Affairs to determine if release time is sufficient to meet workload demands.<br><br>Monitoring by the Dean.<br><br>Monitoring by the Nurse Administrator and Program Coordinators | Monitor and evaluate workload at the end of each semester.<br><br>Review each semester.<br><br>Review in Fall 2024 semester. |

| **Issues Impacting Program & NCLEX-RN/PN® Performance (Address Issues by COMAR Standards) *** | **Strategies for Improvement** | **Timeline for Improvement** | **Responsible Person(s)** | **Evaluation of Strategies** | **Required Follow-Up & Anticipated Modifications** |
|---|---|---|---|---|---|
| COMAR 10.27.03.11 A-C<br>Faculty Development & Evaluation<br><br>Site visit findings indicated that faculty development was limited to onsite educational opportunities only. Limited funding is a concern for ongoing faculty development requirements in nursing education. | The College has revised a professional development request process which will allow faculty the opportunity to receive funding to attend external professional development activities (see attachment 1).<br><br>External Professional Development activities were identified in Spring 2024 semester. | Before the conclusion of Spring 2024 semester, the Vice President for Academic Affairs and the Chief Financial Officer secured funds to support faculty development. The funds must be encumbered by June 30th however, PD travel can exceed June 30th date. Academic Year 2024-2025 budget request from the Nurse Administrator will include faculty development funds to continue support for the nursing faculty.<br><br>Spring 2024 semester. | Nurse Administrator<br><br>Dean, SNHP<br><br>Finance & Administration Personnel<br><br>Nurse Administrator<br><br>Program Coordinators and Faculty | At the end of each academic year, the Nurse Administrator will review and document the number of nursing faculty that were approved and attended external professional development conferences.<br><br>As of June 3, 2024, fifty percent of nursing faculty have been approved for professional development travel during Summer and early Fall of 2024.<br><br>Monitor status of request for Professional Development activities. | The Nurse Administrator will monitor the frequency and number of faculty authorized to attend external nursing conferences.<br><br>Monitor progress. |

| **Issues Impacting Program & NCLEX-RN/PN® Performance (Address Issues by COMAR Standards) *** | **Strategies for Improvement** | **Timeline for Improvement** | **Responsible Person(s)** | **Evaluation of Strategies** | **Required Follow-Up & Anticipated Modifications** |
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| COMAR 10.27.03.11 A-C<br>Faculty Development & Evaluation<br><br>The Nursing Program Administrator has not had an evaluation since 2020. Board Education Consultants recommend a plan to address this deficiency. | Evaluation of Nursing Administrator will be completed by the end of Summer 2024 by the Dean of SNHP | Summer 2024 | Dean, SNHP | Monitor for evidence of a completed evaluation document for the Nurse Administrator. | Monitor for completion |

| **Issues Impacting Program & NCLEX-RN/PN® Performance (Address Issues by COMAR Standards) *** | **Strategies for Improvement** | **Timeline for Improvement** | **Responsible Person(s)** | **Evaluation of Strategies** | **Required Follow-Up & Anticipated Modifications** |
|---|---|---|---|---|---|
| COMAR 10.27.03.12 A-E<br>Resources, Facilities & Services:<br>It was reported that students receive limited clinical experiences and are reliant upon simulation lab experiences in the program. This is not compliant with standards for nursing education programs in the State of Maryland. COMAR 10.27.03.05.E | All clinical nursing courses must submit clinical requests using Castle Branch or other written requests formats as appropriate; responses requests will be printed and submitted to the Nurse Administrator.<br><br>Continue to develop partnerships with additional health care agencies and clinics. | Initiate requirement at the beginning of the Fall 2024 semester.<br><br>Fall 2024 semester | Nurse Administrator<br><br>Nurse Administrator<br><br>Program Coordinators<br><br>Faculty | Collect responses and monitor the availability of the clinical site.<br><br>Monitor the attendance of the assigned faculty at the designated clinical site.<br><br>Monitor and review clinical contracts annually. | Monitor ongoing request each semester<br><br>Monitor ongoing requests and responses. |

| **Issues Impacting Program & NCLEX-RN/PN® Performance (Address Issues by COMAR Standards) *** | **Strategies for Improvement** | **Timeline for Improvement** | **Responsible Person(s)** | **Evaluation of Strategies** | **Required Follow-Up & Anticipated Modifications** |
|---|---|---|---|---|---|
| COMAR 10.27.03.13 A-M Curriculum<br><br>Board Education Consultants recommend that BCCC submits to the Board a plan that defines the sufficiency of clinical experiences in the program and addresses learning outcomes expected in the clinical settings, outlined by each course. | Find appropriate clinical sites for Maternal Child, Pediatrics, and Mental Health Nursing clinical courses.<br><br>Reimplement the faculty and student evaluation of clinical sites to determine site effectiveness.<br><br>**<u>Theory and Clinical Hours (on-campus skills lab, off-site clinical, and simulation) Ratios Per Course</u>**<br>**<u>ADN Program:</u>**<br>Introduction to Nursing Practice (NUR-120)<br>60 theory hours:180 clinical hours | Fall 2024<br><br>Fall 2024<br><br>Fall 2024<br>Ensure compliance with clinical and theory hours as defined in the syllabi. | Nurse Administrator<br><br>Nursing Faculty assigned to specialty courses<br><br>Nurse Administrator<br><br>Nursing faculty<br><br>Nurse Administrator<br><br>Program Coordinators<br><br>Nursing Faculty | Nurse Administrator, Program Coordinators, and nursing faculty will review clinical sites for appropriateness of meeting course specific student learning outcomes.<br><br>Review the results of the evaluations of clinical sites by the faculty and students.<br><br>Nurse Administrator, Program Coordinators, and nursing faculty will review the classroom to clinical ratio for each clinical course and document student learning outcomes at the clinical sites. | Review at the beginning and end of each semester.<br><br>Monitor results and implement changes based on findings.<br><br>Review the results at the beginning and end of each semester. |

| **Issues Impacting Program & NCLEX-RN/PN® Performance (Address Issues by COMAR Standards) *** | **Strategies for Improvement** | **Timeline for Improvement** | **Responsible Person(s)** | **Evaluation of Strategies** | **Required Follow-Up & Anticipated Modifications** |
|---|---|---|---|---|---|
| COMAR 10.27.03.13 A-M Curriculum<br><br>Board Education Consultants recommend that BCCC define the ratio of classroom to clinical hours for each clinical course, along with documentation of student learning in the clinical sites that are necessary in the development of safe and effective nursing practice. | Medical-Surgical Nursing I (NUR-122)<br>60 theory hours: 180 clinical hours<br><br>Medical-Surgical Nursing II (NUR-220)<br>60 theory hours: 180 clinical hours<br><br>Maternal-Child Nursing (NUR-218)<br>Obstetrics 22.5 theory: 67.5 clinical hours<br>Pediatrics 22.5 theory: 67.5 clinical hours<br><br>Mental-Health Nursing (NUR-222)<br>30 theory hours: 90 clinical hours<br><br>**PN Certificate Program** | | | | |

| **Issues Impacting Program & NCLEX-RN/PN® Performance (Address Issues by COMAR Standards) *** | **Strategies for Improvement** | **Timeline for Improvement** | **Responsible Person(s)** | **Evaluation of Strategies** | **Required Follow-Up & Anticipated Modifications** |
|---|---|---|---|---|---|
| COMAR 10.27.03.13 A-M Curriculum<br><br>Board Education Consultants recommend that BCCC define the ratio of classroom to clinical hours for each clinical course, along with documentation of student learning in the clinical sites that are necessary in the development of safe and effective nursing practice. | Introduction to Nursing Practice (NUR-120)<br>60 theory hours:180 clinical hours<br><br>Adult Health Nursing I (PNU-101)<br>45 theory hours: 90 clinical hours<br><br>Adult Health Nursing II (PNU-105)<br>45 theory hours: 90 clinical hours<br><br>Care of the Child Bearing and Child Rearing Families (PNU-110)<br>Obstetrics 22.5 theory: 67.5 clinical hours<br>Pediatrics 22.5 theory: 67.5 clinical hours. | Fall 2024<br>Ensure compliance with clinical and theory hours as defined in the syllabi. | Nurse Administrator<br><br>Program Coordinators<br><br>Nursing Faculty | Nurse Administrator, Program Coordinators, and nursing faculty will review the classroom to clinical ratio for each clinical course and document student learning outcomes at the clinical sites. | Review the results at the beginning and end of each semester. |
| COMAR 10.27.03.14 A-D | The College will continue to enforce | On-going | Nurse Administrator | Continue to review any written | Monitor the College's complaint |

| **Issues Impacting Program & NCLEX-RN/PN® Performance (Address Issues by COMAR Standards) *** | **Strategies for Improvement** | **Timeline for Improvement** | **Responsible Person(s)** | **Evaluation of Strategies** | **Required Follow-Up & Anticipated Modifications** |
|---|---|---|---|---|---|
| Unsubstantiated student ethical concerns: during student interviews, several unsubstantiated ethical concerns were brought forward. Neither the Board nor Board staff can offer advice or direction regarding these matters. The organizational policies and procedures established by the Baltimore City Community College are the institution's source for addressing the students' needs relevant to unsubstantiated ethical concerns in the program. | the BCCC's Student Code of Conduct, BCCC's Nursing Student Handbook as well as BCCC's Faculty Handbook. Each document contains information and a process for students concerns and grievances.<br><br>Review and reinforce the college's processes for handling student concerns, issues, and grievances with students and faculty.<br><br>Continue to include Course and Faculty Evaluations as part of the program assessment and | <br><br>On-going<br><br>On-going | Program Coordinators<br><br>Dean, SNHP<br><br>Nursing Faculty<br><br>Nurse Administrator<br><br>Program Coordinators<br><br>Dean, SNHP<br><br>Nursing Faculty<br><br>Nurse Administrator<br><br>Program Coordinators | complaints or concerns and respond accordingly within the College's established timeline.<br><br>Continue to review any written complaints or concerns and respond accordingly within the College's established timeline.<br><br>Conduct an annual review of the faculty and course evaluations. | and grievance processes.<br><br>Monitor the College's complaint and grievance processes.<br><br>Monitor the results of the faculty and course evaluations. |

| **Issues Impacting Program & NCLEX-RN/PN® Performance (Address Issues by COMAR Standards) *** | **Strategies for Improvement** | **Timeline for Improvement** | **Responsible Person(s)** | **Evaluation of Strategies** | **Required Follow-Up & Anticipated Modifications** |
|---|---|---|---|---|---|
| Board Education Consultants recommend the program submit a plan that defines how the safety and well-being of students will be upheld. Additionally, Board Education Consultants recommend BCCC Nursing Department consider the inclusion of course and faculty evaluations as a part of the program assessment and evaluation. | evaluation (see attachment 2). | | Dean, SNHP<br><br>Nursing Faculty | | |

Dental Hygiene Program

2901 Liberty Heights Avenue

Baltimore, MD 21215

410-462-8300

# Commission on Dental Accreditation

## Response to Site Visit Recommendations and Suggestions

June 12, 2023

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# ADMINISTRATOR VERIFICATION FOR ALL REPORT SUBMISSIONS
## Dental Hygiene

**Type of Report: Response to Site Visit on March 23-24, 2023**

**Date of Submission: June 12, 2023**

**I have reviewed this document and verify that the information is accurate and complete, and that it complies with the Commission on Dental Accreditation's Privacy and Data Security Requirements for Institutions.**

| **SPONSORING INSTITUTION** ***(If the program is co-sponsored, a verification page from each sponsor must be submitted)*** |
|---|
| Institution Name: **Baltimore City Community College**<br>Street Address: **2901 Liberty Heights Avenue**<br>(do not list PO Boxes)<br>City, State, Zip: **Baltimore, Maryland 21215** |
| Chief Executive Officer<br>(Univ. Pres, Chancellor, Hospital President)<br>Name: **Debra L. McCurdy, PhD**<br>Title: **President**<br>Phone: **410-462-7799**<br>E-Mail: **dlmccurdy@bccc.edu**<br>Signature:<br>Date: |
| Chief Administrative Officer<br>(Dental Dean/Chair/Chief of Dental Service)<br>Name: **Courtney B. Ross, DHA, MS, MSN, RN, CNL, NE-BC**<br>Title: **Dean, School of Nursing and Health Professions**<br>Phone: **410-462-7773**<br>E-Mail: **cross1@bccc.edu**<br>Signature:<br>Date: Courtney B Ross (Jun 12, 2023 18:57 EDT) |
| Program Director<br>Name: **Edna Street-Jones, DDS, MScM**<br>Title: **Program Coordinator/Director**<br>Phone: **410-462-7707**<br>E-Mail: **esjones@bccc.edu**<br>Signature: Edna Street-Jones<br>Date: Edna Street-Jones (Jun 12, 2023 18:56 EDT) |
| |

# Responses to CODA Site Visit Recommendations and Suggestions

## Standard 1. Institutional Effectiveness

**NARRATIVE**: Through a review of the self-study document and on-site interviews, the visiting committee determined the College has an ongoing assessment process. The Office of Institutional Effectiveness, Research and Planning ~~Marketing, and Research~~ collected and compiled the data for overall college assessments. However, the visiting committee was unable to determine how the program assessed and analyzed the outcomes for program improvement. The self-study document presented four goals: Dental Hygiene Knowledge and Skills, Research and Problem Solving, Career Development, and Interpersonal Interaction and Communication. However, the program did not present measurable program objectives and outcomes in a systematic process that could be used to measure student achievement. Furthermore, there was no evidence of program improvement based on outcome assessment.

**Recommendation #1:** It is recommended that the program demonstrate its effectiveness using a formal and ongoing planning and assessment process that is systematically documented by:
c) implementing the plan to measure program outcomes in an ongoing and systematic process;
d) assessing and analyzing the outcomes, including measures of student achievement;
e) use of the outcomes assessment results for annual program improvement and reevaluation of program goals. (DH Standard 1-1 c, d, and e)

### Program Effectiveness

1-1 The program must demonstrate its effectiveness using a formal and ongoing planning and assessment process that is systematically documented by:

**c) implementing the plan to measure program outcomes in an ongoing and systematic process.**

The dental hygiene program presented a plan to measure program outcomes in an ongoing and systemic process, including mapping dental hygiene course objectives and learning outcomes with the program goals. The program goals are 1) Dental Hygiene Knowledge and Skills, 2) Research and Problem Solving, 3) Career Development, and 4) Interpersonal Interaction and Communication. The program systematic process occurs each semester.

The Dental Hygiene Program Coordinator is a dental hygiene faculty member who interacts with the assessment office which has been valuable to the program assessment process. The curriculum mapping of the program goals and learning outcomes for the dental hygiene program determines the courses to be assessed. The courses have stated benchmarks based on the minimum of 75%. The dental hygiene courses' benchmarks are increased based on the progression within the program.

The dental hygiene program, along with the other academic areas, began the Student Learning Outcomes process in 2008. The dental hygiene program was and currently is following the Baltimore City Community College Comprehensive Learning Outcomes Assessment "A Practical Guide" to access program goals and measurable program learning outcomes. The dental hygiene program addresses teaching, patient care, research and service through measurable program learning outcomes. The dental hygiene program makes revisions based on the program's five-year assessment plan.

The objectives and expected learning outcomes are analyzed and evaluated by faculty to determine whether the expected outcomes were met by each student for that cycle since all dental hygiene courses are not offered each semester. If the expected learning outcome was not met, adjustments were made to the subject matter and how students were evaluated to improve results. For example, several students did not perform well in DS 110 Radiology in the spring of 2022. The Dental Hygiene Program faculty reviewed the data and agreed to include more practice or proficiency quizzes in which a student must score 90% or better before they could take the actual radiology lab quiz. If the student did not achieve 90% or greater on the practice quiz, the student could take the quiz multiple times. However, after taking the quiz twice, the student was required to meet with the instructor for a verbal tutorial session to ensure the students were familiar with patients' radiographic anatomical images, abnormalities, and processing errors. All students passed DS 110 Radiology in the spring 2023 semester. Another example of evidence of faculty evaluating and analyzing students learning outcomes as they pertain to Program Goal II-A for DH 130 Dental Materials includes the instructor noting that embedded questions on exam one, which served as an assessment method, were not answered correctly by students in the fall 2022 semester. Therefore, the criterion was not met. The instructor developed a Learning Improvement Plan (LIP) for the related program goal (II-A) that would include a review session before taking examination one and meeting individually with students that did poorly on the exam to be sure that they have grasped the concept and understand the terminology that is used in Dental Materials. The students also completed and reviewed additional case studies in Dental Materials. The case studies were also implemented in the class in the fall 2022 semester to assist students in understanding topics covered in exam 1.

See Exhibits: 1-1.1 Dental Hygiene Program Curriculum Mapping
1-1.2 Program Goals and Student Learning Outcomes Assessment Cycle – Five Year Schedule 2017- 2022
1-1.3 Program Goals and Student Learning Outcomes Assessment Cycle – Five Year Schedule 2023-2027
1-1.4 Learning Outcomes for BCCC Dental Hygiene Program
1-1.5 Learning Outcomes, Program Goals, and Areas of Assessments
1-1.6 Learning Outcomes and Assessment Results for Fall 2021
1-1.7 Learning Outcomes and Assessment Results for Spring 2021
1-1.8 Learning Outcomes and Assessment Results for Fall 2022
1-1.9 Learning Outcomes and Assessment Results for Spring 2022

1-1.10 Learning Outcomes and Assessment Results for Spring 2023
1-1.11 Learning Outcomes Embedded Questions

**d) assessing and analyzing the outcomes, including measures of student achievement.**

Until early 2020, the Dental Hygiene program was successfully delivering on its promise of providing exceptional industry-mandated training to its students and was meeting all program outcomes.

| Year | Number in Class | Graduates | Passed NBDHE* | Passed CDCA (ADEX) | Licensed |
|---|---|---|---|---|---|
| 2019 | 14 | 14 | 12 | 14 | 12 |
| 2020 | 14 | 14 | 14 | 14 | 14 |
| 2021 | 11 | 11 | 9 | 11 | 9 |
| 2022 | 15 | 14 | 10 | 15 | 10 |

The class of 2021 and 2022 were under Education Interruption status due to the COVID-19 closure. Only two students in the class of 2021, who completed the program in the summer of 2022, have not taken the National Board Dental Hygiene Examination (NBDHE). This was due to financial problems and not feeling confident enough to take the exam because of having to adapt to online instruction. Additional review courses were recommended to these students, including AndyRDH and purchasing the National Board Review textbook. Faculty have also agreed to assist the students with tutorial sessions.

In the class of 2022, there are fifteen students. Fourteen students out of the fifteen have completed all the requirements and have graduated. As of March 31, all fifteen students have passed the CDCA (ADEX) clinical examination. One student out of the fifteen has not completed clinical requirements. However, she will be finished very soon. Her delay was due to losing her grandmother and father in less than two months of each other in 2022. Both of whom were her strongest supporters. In addition, there is about a three-four-month delay in Maryland for students to take the NBDHE. However, all five students in the class of 2022 are registered to take the exam.

Based upon the systematic program review process and updated curriculum mapping, the Dental Hygiene program faculty incorporated remediations, final examination reviews, National Board Reviews, and software and hardware upgrades in the Dental Hygiene program. The faculty increased their availability for tutorials, reviews, and open labs. In addition, at departmental meetings, faculty continued to review the values for various dental hygiene subjects taught within the program as indicated on the NBDHE Annual Profile Report. In courses where students did not perform as well on the NBDHE, faculty are focusing on improving students' mastery of the subject and performing better on the NBDHE.

To assist with non-academic difficulties (family, mental health), students were referred to the College's Student Support and Wellness Services Center. Students were offered payment plans via Student Accounting to relieve the financial burden/hardship caused by the pandemic.

This student-focused approach helped the DH program prepare students to achieve their academic and professional goals. Routinely evaluating the program outcomes, effectively assessing the students' graduation outcomes, and utilizing the information to make needed program improvements help demonstrate accountability to groups with a vested interest in the dental hygiene program at BCCC. The vested groups include the administration, the dental community, the advisory board, students, and faculty.

See Exhibits: 1-1d 1 CDCA-WREB-CITA (ADEX) Clinical Exam Results
1-1.d 2 National Board Dental Hygiene Results
1-1. d 3 National Board Dental Hygiene Results

**e) use of the outcomes assessment results for annual program improvement and reevaluation of program goals.**

Outcome assessment results have assisted with improving the program and are evaluated annually to determine whether changes must be made during Curriculum Assessment meetings. Faculty report on whether the learning objectives were accomplished by each student by analyzing the learning outcome and the measurable proficient grades. The faculty evaluate yearly how students performed on the National Board by examining and reviewing the values for the various dental hygiene subjects taught in the program and indicated on the NBDHE Annual Profile Report.

Most recently, some of our graduates reported to the faculty that certain subject matters needed to be covered more effectively for students to achieve better scores on the NDHBE case studies. Notably, a more extensive list of drugs that patients are being prescribed for certain conditions such as diabetes, high cholesterol, high blood pressure, hyper and hypothyroidism. As a result, the Program Coordinator has informed the faculty member who teaches the course to re-evaluate her course objectives, learning outcomes, and assessment to ensure that more information concerning list of drugs and their interactions prescribed to patients for specific ailments are incorporated. The program has requested that students purchase flashcards (Pharm Plash) to utilize in DHE 231 Pharmacology for the fall 2023 semester. These flashcards are helpful for students to group prescribed medications and understand their mechanism of action for certain diseases.

In addition, for DSE 110 Oral Radiology, there will be changes made in the following learning outcomes since these subjects are no longer relevant in oral radiology with the use of digital imaging. In addition, the subject matter is no longer required for students to learn for the National Boards:

- Identify errors in processing technique on individual films with at least 80% proficiency. (Program Goal I-C)
- Take a diagnostic conventional FMS of radiographs on 1 patient with at least 80% proficiency. (Program Goal I-F)

Moving forward, innovative technology, such as CBT scans and 3-D imaging, will be incorporated into the learning outcomes for DSE 110 Oral Radiology.

Now that most of the Education Interruption students in the classes of 2020, 2021, and 2022 have graduated, the program would most likely receive a better response to the graduate and employer surveys. The program director has consulted with the Office of Institutional Research, Effectiveness, and Planning, to forward additional surveys to graduates and employers to obtain a better response to assessing the effectiveness of the existing program outcomes appropriately. Plans are being made to disseminate the graduate and employer surveys again.

To assist students with improving the completion of clinical requirements and thereby addressing program outcomes by improving timely graduation rates, the faculty all agreed at the April 13, 2023 Curriculum Review meeting to adjust the patient points that students must obtain in clinical course DH 151L Clinical Dental Hygiene I, DH 250L Clinical Dental Hygiene II, and DH 251L Clinical Dental Hygiene III. The adjustment of points for completed patients will not have any effect on the number of patient experiences that are required by each student to complete for the clinic to determine that they are proficient. Clinical patient experiences include a predetermined number of healthy, gingivitis, moderate periodontitis, and moderate with localized severe periodontitis. Along with a predetermined required number of patients: children, adolescents, adults, geriatric, and special needs. The adjustment of points for completed patients was deemed necessary because students must now complete more paperwork for each patient, including the Process of Care Plan. This can be time-consuming. Also, Covid-19 has resulted in fewer patients willing to visit the dental clinic for preventative treatment.

See Exhibits: 1-1.e Minutes from the DH Faculty Curriculum Review Meeting, April 13, 2023

**Community Resources**

**NARRATIVE:** The purpose of an active liaison mechanism for the dental hygiene program is to provide a mutual exchange of information for improving the program, recruiting qualified students, and meeting the community's employment needs. The dental hygiene liaison mechanism was comprised of one (1) social worker, five (5) dentists, one (1) account manager, one (1) dental placement service owner, one (1) coordinator of the student field site at Ft. Meade, two (2) dental hygienists, one (1) regional director of operations and multiple program adjuncts. Reviewing the self-study document and on-site interviews determined there was not equitable representation of the members with little representation of the hygiene community.

**Suggestion #1** It is suggested that an active liaison mechanism between the program and dental and allied dental professions in the community have equitable representation to ensure input from the industry.

1-8.3 List the names, affiliation, role/title, committee term, disciplines and appointment dates of individuals currently involved in the program's liaison activities

More Dental Hygienists should be members of the Dental Hygiene Advisory Board Committee.

The dental hygiene faculty actively recruited and appointed the following dental hygienists (DHs) to serve on the Advisory Board in March 2023.

Danielle Roberts, RDH
Revive Dental
2600 Longstone Ln Suite 101, Marriottsville, MD 21104

Geneal White, RDH
Catonsville Comprehensive Dentistry
1122 Rolling Rd., Catonsville, MD 21228

Kimberly Dickens, RDH
Dental One
2 Village Square #250, Baltimore, MD 21210

Chante Green, RDH
Porter Dental
7839 Eastern Ave, Baltimore, MD 21224

Twantina Forney, RDH
Kelvin B. Smith, DDS, LLC Dental Office
7008 Security Blvd., Suite 110
Windsor Mill, MD 21244

## Standard 3. Administration, Faculty and Staff

**NARRATIVE:** To effectively plan and operate a dental hygiene program, it is necessary for the program director to be involved with multiple aspects including fiscal planning and operations of the program. After review of the self-study document and on-site interviews, it was determined that the process for budget preparation and fiscal administration only included, the Senior Analyst/Coordinator, the Vice President of Academic Affairs, and the Vice President of Finance & Administration. However, at the time of the on-site interviews, it was noted the Vice President of Finance & Administration position was vacant and the program director was not involved in the planning and fiscal management for the program. Furthermore, self-study documentation and

on-site interviews indicated the program director was not involved in the budget planning process for the program.

**Recommendation #2** It is recommended that the program administrator have the authority and responsibility necessary to fulfill program goals including:
f) input into the budget preparation and fiscal administration. (DH Standard 3-4, f)

As Baltimore City Community College is a State Agency, it has a multi facet institutional protocol when it comes to budget and finance. The program coordinator starts budgetary discussions with the Dean's office and works on an electronic FY budget development file (provided by the finance department) by the middle of the Spring semester (March). After this, the prepared internal budget detail request is discussed with the Vice President of Academic Affairs, who then meets with the Vice President of Finance and Administration, the Director of Budgets, and the President to discuss the needs for a fiscal year. After the budget is approved, the Dental Hygiene program coordinator has access to Banner Finance which includes the Dental Hygiene Financial Database and instructions for managing budgets in Banner.

**NARRATIVE:** Through review of the self-study document and on-site interviews, the visiting committee was unable to verify that one (1) faculty member who is one of the instructors of DH 151 Lab Clinical Dental Hygiene I and DH 251 Lab Clinical Dental Hygiene III, had current and relevant continuing education related to teaching assignments. Also, the visiting committee was unable to verify that two (2) recently hired faculty members who are instructors of DH 151 Lab Clinical Dental Hygiene I and DH 251 Lab Clinical Dental Hygiene III had current educational methodology concepts consistent with teaching assignments.

**Recommendation #3** It is recommended that all dental hygiene program faculty members have:

a) current knowledge of the specific subjects they are teaching.

b) documented background in current educational methodology concepts consistent with teaching assignments. (DH Standard 3-6, a and b)

3-6a All dental hygiene program faculty members must have:

a) current knowledge of the specific subjects they are teaching.

**NARRATIVE:** One dental hygiene adjunct faculty did not have continuing education courses listed on her bio sketch to support DH 151L and DH 251L clinical courses that she teaches. Later during the day of the site visit, the adjunct faculty submitted two continuing education courses that she completed. One course was entitled "An Update in Clinical Dentistry," which is a 6-credit course that she completed in August 22. The other course was "The Mouth-Body Connection: How Oral Fluids Diagnosis Will Impact the Management of Periodontal Disease" which is a 1-credit course. This course was completed in March 2023. Evidence of both courses was attempted to be given to the site visitors at 12:30 PM; however, they would not accept copies of the certificate because it was too late.

See Exhibits: 3-6a.1 Continuing Education Course for Dr. Linda Miles: "An Update in Clinical Dentistry."
3-6a.2 Continuing Education Course for Dr. Linda Miles: "The Mouth- Body Connection: How Oral Fluids Diagnosis Will Impact the Management of Periodontal Disease."

3-6b All dental hygiene program faculty members must have:

b) documented background in current educational methodology concepts consistent with teaching assignments

**NARRATIVE:** Two adjunct dental hygiene faculty who were hired in February 2023, did not complete an education methodology course prior to teaching clinical courses. Traditionally, all dental hygiene faculty will attend an Educational Methodology Dental Hygiene Educators course that is sponsored by Howard Community College in January of each year.

Both adjunct dental hygiene faculty have successfully completed an education methodology course- Pedagogical Practices for the Dental Hygiene Educator. This course is given by the America Dental Hygiene Association (ADHA). Each of the adjunct faculty completed the course in March 2023. On June 8-10, 2023, one of the two adjunct faculty participated in another course entitled, Dental Hygiene Educators Colloquium" at Northampton Community College.

The Dean of the School of Nursing and Health Professions has advised the Program Coordinator to maintain Continuing Education records for all full-time and adjunct faculty related to the program on an annual basis.

See Exhibits: 3-6b.1 Pedagogical Practices for the Dental Hygiene Educator CE Course Certificate for Eric Katkow, DDS
3-6b. 2 Pedagogical Practices for the Dental Hygiene Educator CE Course Certificate for Stephanie Davis, RDH, MS

## Standard 4. Educational Support Services

**NARRATIVE:** Through the review of the self-study document, on-site tour of facilities, and documentation provided on-site, the visiting committee identified the program has a clinic facility with 13 dental chairs. The visiting committee noted the dental chairs are positioned closely together, with a large rear-wall sink in a cabinet base positioned between every other unit. The visiting committee noted that the crowded clinical working space restricts the student's ability to access the patient effectively and ergonomically as well as limits faculty access for student instruction and patient access.

**Recommendation #4** It is further recommended that the dental hygiene facilities include the following:

a) sufficient clinical facility with clinical stations for students including an area that accommodates a full range of operator movement and opportunity for proper instructor supervision. (DH Standard 4-1, a)

BCCC's administration met with a design team from Patterson Dental to expand the current dental hygiene clinic by relocating the sterilization room. This will permit for all of the dental chairs to be 6ft by 6ft apart. Also, the plans will include the replacement of all sinks with commercial smaller pedestal sinks. This will permit students and faculty ample access to ergonomically provide dental hygiene care with full range of movement, along with proper supervision and instruction by faculty.

See Exhibits: 4-1a. Two Quotes for New Clinical Equipment for Operatories

**NARRATIVE:** Through review of the self-study document, on-site interviews, and observation on-site, the visiting committee found that the program has adequate equipment for acquiring radiographic images; however, the program has an insufficient amount of teaching manikins for student instruction. The visiting committee noted four (4) 7 teaching manikins in the clinic for radiology instruction and practice, although only two (2) 4 of those manikins were in a usable condition.

**Recommendation #5** It is recommended that radiography facilities be sufficient for student practice and the development of clinical competence. It is further recommended that the radiography facilities contain the following:

a) an appropriate number of radiography exposure rooms which include: teaching manikin(s). (DH Standard 4-2, a)

Three of the seven Dexter manikins are inoperable and are in the process of being examined for repair or replacement. Therefore, the radiology laboratory currently has four multi-fidelity operable Dexter manikins, which are sufficient to meet the current academic needs of the department.

Each radiology laboratory session consists of only four students. Therefore, the four students have operable Dexter manikins. To ensure that the dental hygiene program has all Dexter Manikins that are operable for students, quotes from Dentsply Sirona for replacements of the Dexter Manikins were obtained and submitted to the administration. However, the program suggests that the College first determines whether the three inoperable Dexter manikins can be sent to camp for repair. If the three Dexter Manikins are not repairable, the dental hygiene program has been given approval by the administration to order new ones.

See Exhibits: 4-2.a Quote to Purchase New Dexter Manikins

**Standard 5. Health and Safety Provisions**

**NARRATIVE:** Through review of the self-study documents, on-site interviews, and review of on-site documents, it was determined that one (1) faculty member, and one (1) student, did not have current documentation for basic life support and Automatic External Defibrillator (AED) certification. The faculty member is currently scheduled for healthcare provider cardiopulmonary resuscitation and AED training; however, was unable to present evidence of completion at the time of the site visit.

**Recommendation #6** It is recommended that all students, clinical faculty, and clinical support staff be continuously recognized/certified in basic life support procedures, including healthcare provider cardiopulmonary resuscitation with an Automated External Defibrillator (AED). (DH Standard 5-3)

One adjunct faculty BLS CPR certification expired in February 2023. She was scheduled to take the CPR course on Friday, March 24, 2023. The adjunct faculty completed the BLS/ CPR recertification course on Friday, March 24, 2023.

One student's CPR certification was not present. The student completed BLS CPR certification and turned it in on Friday, March 23, 2023, after 12 noon.

The Dental Hygiene Program and Clinical coordinators have evaluated every student, clinical staff, and faculty's credentials required to be active before working with the patient. Anyone with a credential expiration date in the next three months has been advised to get re-credentialed. The Dental Hygiene department will adopt a database system that will alert the clinical coordinator if any student, clinical faculty, or clinical support staff's credentials (required to have while working with patients) are expiring. Internally developed BCCC credentials tracking system or third-party software will be used to accurately record and track the database.

See Exhibits: 5-3.1 BLS CPR certification for Roslyn Chester, RDH, MA
5-3.2 BLS CPR certification for student

CODA
Commission on Dental Accreditation

Via Email Transmission: dlmccurdy@bccc.edu

February 21, 2024

Dr. Debra McCurdy
President
Baltimore City Community College
2901 Liberty Heights Avenue
Office of the President
Baltimore, MD 21215

RE: Baltimore City Community College, Baltimore, Maryland
Dental Hygiene Program
Status: Approval without Reporting Requirements

Dear Dr. McCurdy,

At its February 1, 2024 meeting, the Commission on Dental Accreditation (CODA) granted the dental hygiene program the accreditation status of "approval without reporting requirements." The definitions of accreditation classifications are linked below. Below is a summary of actions and additional information.

**Dental Hygiene Progress Report**
The Commission considered the November 2023 progress report on the dental hygiene program.

Following careful review of the information provided, the Commission determined that the recommendations cited in the site visit report adopted August 10, 2023 have been met and adopted a resolution to change the program's accreditation status to "approval without reporting requirements."

No additional information is requested from the program at this time. The next site visit for the program is scheduled for **2030**.

**Dental Hygiene Program Change**
The Commission considered the November 2023 report describing a ***retroactive*** program change for the dental hygiene program. The Commission noted that the report describes several changes to the dental hygiene curriculum.

- a **retroactive** change, removing of two (2) learning outcomes from DHE 110 Oral Radiology course, related to having students successfully complete conventional Full-Mouth Series (FMS) of radiographs with 80% proficiency and determining processing errors when taking a conventional FMS on a patient in the Radiology Lab, and having students complete conventional radiographs of patients in clinic

be replaced with digital radiographs. The program is implementing this change in Spring 2024.

- a **retroactive** change, incorporating prescription writing into the course DHE 231 Pharmacology. The Maryland State Board of Dental Examiners has extended the scope of practice for dental hygienists related to writing prescriptions for dental hygiene related medications. The program implemented this change in Fall 2023.
- a **retroactive** change, an adjustment to the number of clinic points students must obtain in clinic courses DHE 151L Clinical Dental Hygiene I, DHE 250L Clinical Dental Hygiene II, and DHE 251L Clinical Dental Hygiene III. The program is implementing this change in Spring 2024.

Following careful review of the information provided, the Commission adopted a resolution to approve the report of program change and continue the program's accreditation status of "approval without reporting requirements." No additional information related to the change is requested from the program at this time. No special focused site visit is warranted at this time. This change will be reviewed at the time of the next site visit for the program scheduled for **2030**.

**General Information**

The Commission expects institutions to keep the Commission informed as soon as possible of anticipated changes in any approved educational program offered, particularly in the areas of administration, enrollment, faculty, facilities and curriculum. The Commission's policy and guidelines for reporting program changes are linked below. Guidelines for specific program changes, including reporting enrollment changes, adding sites where educational activity occurs, and developing a teach-out report are found on the Commission's website.

***Institutions/Programs are expected to follow Commission policy and procedure on privacy and data security related to compliance with the Health Insurance Portability and Accountability Act (HIPAA). The Commission's statement on HIPAA, as well as the Privacy and Data Security Summary for Institutions/Programs (PDF), are found in the Policies/Guidelines section of the Commission's website at*** https://coda.ada.org/policies-and-guidelines/hipaa-compliance. ***Programs that fail to comply with CODA's policy will be assessed an administrative fee of $4000.***

The Commission has authorized use of the following statement by institutions or programs that wish to announce their programmatic accreditation by the Commission. Programs that wish to advertise the specific programmatic accreditation status granted by the Commission may include that information as indicated in italics below (see text inside square brackets); that portion of the statement is optional but, if used, must be complete and current.

> The program in dental hygiene is accredited by the Commission on Dental Accreditation *[and has been granted the accreditation status of "approval without*

*reporting requirements"]*. The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611. The Commission's web address is: https://coda.ada.org/.

If this office can be of any assistance to you or members of your staff, please contact me at 312-440-2695 or navickask@ada.org.

Sincerely,



Katie Navickas, BSDH, MA
Manager, Allied Dental Education
Commission on Dental Accreditation

KN/ds

Web Links: CODA Accreditation Status Definitions
Guidelines for Reporting Program Changes in Accredited Programs
Electronic Submission Guidelines for General Correspondence

cc: Dr. Ghazanfar Mahmood, interim dean, Baltimore City Community College, gmahmood1@bccc.edu
Dr. Edna Street-Jones, program director, Dental Hygiene Program, Baltimore City Community College, esjones@bccc.edu
Mr. Herman Bounds, Jr., director, Accreditation Division, U.S. Department of Education (via CODA website)
State Boards of Dentistry (via CODA website)
Institutional Accreditors (via CODA website)
Dr. Maxine Feinberg, chair, CODA
Dr. Sherin Tooks, senior director, CODA

BCCC
Baltimore City Community College

August 31, 2023

George W. Hatch Jr., EdD, LP, EMT-P
Executive Director
CoAEMSP
8301 Lakeview Parkway, Suite 111-312
Rowlett, TX 75088

Dear Dr. Hatch,

In response to Standard III.B.1.a (Resources-Program Director Responsibilities), Baltimore City Community College's EMS (Paramedicine) Program has one credentialed full-time faculty serving in the role of Interim Program Coordinator and one part-time credentialed faculty/Clinical Coordinator, respectively. The Interim Program Coordinator has the full support of the College and oversight of the Emergency Management Services programs. The Interim Program Coordinator is responsible for all aspects of the EMS programs in accordance with CAAHEP's Standards and Guidelines (Standards III.B.1) and COMAR Title 30 Section 30.04.03.08.

Under the guidance of the Interim Program Coordinator, the Clinical Coordinator establishes training for all designated supervising and field experience preceptors at clinical sites and field locations. All capstone field internship preceptors, who are active in BCCC's educational program, are also trained at each clinical affiliate by supervising preceptors/education liaisons.

As evidence, the Program Coordinator's job description, employment contract, and a completed program director responsibilities form are provided.

Thank you for providing valuable feedback to improve the standards of our program. Please contact me with additional questions or concerns.

Sincerely,

Debra L. McCurdy, PhD
President, Baltimore City Community College

9355 - 113th St. N, # 7709
Seminole, FL 33775-7709
Phone: 727-210-2350
www.caahep.org

September 23, 2024

Debra McCurdy, PhD
President
Baltimore City Community College
2901 Liberty Heights Avenue
Baltimore, MD 21215

Dear Dr. McCurdy:

The Commission on Accreditation of Allied Health Education Programs (CAAHEP) is pleased to inform you of its **September 20, 2024** decision to award **continuing accreditation** to the Emergency Medical Services Professions-Paramedic program at Baltimore City Community College, Baltimore, MD. CAAHEP accreditation is awarded due to the program's demonstrated compliance with the Standards. The next comprehensive evaluation of the program, including a site visit, is scheduled to occur no later than **2029**.

The Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP) conducts comprehensive and annual reviews of the program's compliance with the Standards and submits recommendations regarding accreditation status to CAAHEP. CoAEMSP monitors the program's outcomes through the program's annual report and supporting documentation (Standard IV.B.). Profession-specific CAAHEP Standards and Guidelines can be found on the website, www.caahep.org.

CAAHEP publishes the accreditation award letters and accreditation actions summaries on its website. Award letters are accessible within the individual program listings in the "Find an Accredited Program" section of the CAAHEP website. CAAHEP categorizes programs according to the profession-specific Standards and Guidelines used to evaluate the program.

The accreditation standards are established by CAAHEP, CoAEMSP, American Academy of Pediatrics, American Ambulance Association, American College of Emergency Physicians, American College of Surgeons, American Society of Anesthesiologists, International Association of Fire Chiefs, International Association of Fire Fighters, National Association of Emergency Medical Services Physicians, National Association of Emergency Medical Services Educators, National Association of Emergency Medical Technicians, and National Registry of Emergency Medical Technicians.

The commission recognizes your organization's commitment to continuous quality improvement in health professions education, as demonstrated by your participation in CAAHEP programmatic accreditation.

Sincerely,



Barry S. Eckert, Ph.D., FASAHP
President

cc: Ghazanfar Mahmood, MBBS(MD), Interim Dean, School of Nursing and Health Professions
Edward Burrell, ASB, NRP, Program Director
Lori Burns, MSN, RN, Chair, CoAEMSP
George W. Hatch Jr., EdD, LP, EMT-P, Executive Director, CoAEMSP

Exhibit 1.11

# Commission on Accreditation

## of Allied Health Education Programs

The Commission on Accreditation of Allied Health Education Programs, upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP), verifies that the following program

*Emergency Medical Services-Paramedic*

*Baltimore City Community College*

*Baltimore, MD*

is judged to be in compliance with the nationally established standards and awarded Continuing accreditation on September 20, 2024.

Barry S. Eckert, Ph.D., FASAHP
President, CAAHEP

Lori Burns, MSN, RN
Chair, CoAEMSP

# Profile

Collapse All

## GENERAL

**Program** *

Baltimore City Community College

**Program Level** *

Associate

**EPC** *

HA417

☐ **Program has Track(s)**

**Institution Name** *

Baltimore City Community College

**Mailing Address** *

2901 Liberty Heights Avenue

Line 2

Baltimore | Maryland | 21215

**Phone Number** *

410 | 462-8300 | Ext

**Website** *

www.bccc.edu/hit

## PROGRAM DIRECTOR

**First Name** *

Kathryn

**Last Name** *

Singleton

**Title** *

Program Director

**Credentials**

MS, RHIA

**Mailing Address** *

2901 Liberty Heights Avenue

Main Building, Room 231-G

Baltimore | Maryland | 21215

**Phone Number** *

410 | 462-7722 | Ext

**Email** *

ksingleton@bccc.edu

## DEAN

**First Name** * Ghazanfar

**Last Name** * Mahmood

**Title** * Interim Dean, School of Nursing and Health Professions

**Credentials** MBBS (MD)

**Mailing Address** * 2901 Liberty Heights Avenue, Nursing Building

Nursing Building Suite 306

Baltimore | Maryland | 21215

**Phone Number** * 410 | 462-7451 | Ext

**Email** * gmahmood1@bccc.edu

## INSTITUTION CEO/PRESIDENT

**First Name** * Debra

**Last Name** * McCurdy

**Title** * President & CEO

**Credentials** PhD

**Mailing Address** * 2901 Liberty Heights Avenue

Line 2

Baltimore | Maryland | 21215

**Phone Number** * 410 | 462-7799 | Ext

**Email** * DLMcCurdy@bccc.edu

## DIRECTOR OF INSTITUTIONAL EFFECTIVENESS

**First Name**
Becky

**Last Name**
Burrell

**Title**
Vice President, Institutional Effectiveness, Research & Planning

**Credentials**
MA

**Mailing Address**
2901 Liberty Heights Avenue

Administrative Wing, 136D

Baltimore | Maryland | 21215

**Phone Number**
410 | 462-8564 | Ext

**Email**
bburrell@bccc.edu

## INSTITUTION INFORMATION

**Institution Type** *
Public

**Department** *
Allied Health

**Academic Calendar** *
Semester

**Highest Degree** *
Associate

**Content Delivery** *
Online

## SUBSTANTIVE CHANGES

**Do you anticipate any upcoming substantive changes or have any substantive changes occurred for this current reporting period?** *

Yes

Check all substantive changes that apply:

- [ ] Institution Name
- [ ] Institutional Accreditor
- [x] Content Delivery
- [x] Other

**Content Delivery**

**Date of Change** *

8/22/2023

**Explain** *

Content Delivery: Effective August 22, 2023, the Health Information Technology Program (HIT) A.A.S. associate's degree program was approved for Distance Education (fully online) by the Maryland Higher Education Commission (MHEC).

**Explain** *

Clinical Coordinator/Full-time faculty member, Basirat Giwa, resigned from BCCC/HIT. As a new mother, Prof Giwa had child care support challenges when her primary support provided by her Grandmother was halted due to her return to Nigeria. Majority of Ms. Giwa's classes were covered by the adjunct instructor, Ms. Michelle Walden and the program director took care of the remaining courses that needed coverage.

# Admission Enrollment

Collapse All

## HISTORICAL ADMISSION DISTRIBUTION

EXPORT ( EXCEL | CSV )

| | Enrollments Received and Accepted | | | Enrollments Accepted and Enrolled | |
|---|---|---|---|---|---|
| Reporting Period | Received | Accepted | Rate | Accepted and Enrolled | Rate |
| 8/1/2021 - 7/31/2022 | 15 | 6 | 40.00% | 5 | 83.33% |
| 8/1/2020 - 7/31/2021 | 15 | 7 | 46.67% | 5 | 71.43% |
| 8/1/2019 - 7/31/2020 | 7 | 7 | 100.00% | 6 | 85.71% |

## ADMISSION ENROLLMENT

| | |
|---|---|
| Number of enrollments received * | 17 |
| Number of enrollments accepted * | 14 |
| Acceptance rate % | 82.35% |
| Number of enrollments accepted and enrolled * | 6 |
| Enrollments accepted and enrolled rate % | 42.86% |
| Do you require entrance exam scores? | No |
| Do you have rolling admissions? | No |

## ENROLLMENT DETAILS

| | | |
|---|---|---|
| Do you have HIM students from other campuses enrolled in your HIM courses? | No | |
| Does your program participate in a high school dual enrollment program? | No | |
| | Seated | Online |
| Average class size* | 6 | 6 |
| Max enrollment allowed per course* | 20 | 20 |
| Student to Faculty Ratio* | 6 :1 | 6 :1 |

## HISTORICAL ENROLLMENT DISTRIBUTION

EXPORT ( EXCEL | CSV )

| | Students | | Graduates | | Attrition | |
|---|---|---|---|---|---|---|
| Reporting Period | FT | PT | FT | PT | FT | PT |
| 8/1/2021 - 7/31/2022 | 8 | 3 | 3 | 2 | 3 | 0 |
| 8/1/2020 - 7/31/2021 | 9 | 4 | 4 | 1 | 0 | 1 |
| 8/1/2019 - 7/31/2020 | 13 | 4 | 5 | 1 | 1 | 1 |
| 8/1/2018 - 7/31/2019 | 5 | 9 | 2 | 0 | 0 | 1 |
| 8/1/2017 - 7/31/2018 | 6 | 2 | 4 | 0 | 2 | 2 |
| 8/1/2016 - 7/31/2017 | 8 | 9 | 1 | 0 | 1 | 1 |
| 8/1/2015 - 7/31/2016 | 5 | 10 | 0 | 6 | 1 | 3 |

## ENROLLMENT DISTRIBUTION

| | Full Time | Part Time | Total | % of Total |
|---|---|---|---|---|
| Students * | 8 | 1 | 9 | |
| Graduates * | 2 | 0 | 2 | 22.22% |
| Attrition * | 0 | 0 | 0 | 0% |
| Progression | 6 | 1 | 7 | 77.78% |

## ATTRITION DISTRIBUTION

## GRADUATE PROGRESSION DISTRIBUTION

| | Full Time | Part Time |
|---|---|---|
| What is the normal time for program completion (months)? * | 24 | 48 |
| How many students graduated within the normal time for completion? * | 2 | 0 |
| Completion rate % | 100.00% | 0% |

## PROGRAM OUTCOMES

Is outcome data collected for your program? * Yes

What data is collected? (example: Graduate employment rates) *

Data are collected via annual graduates' and employers' surveys and we seek information on:

*employment status;
*interest in furthering education;
*college experience overall and HIT program experience;
*workplace readiness;
*academic experience meeting expectations, etc.

## GRADUATE DIVERSITY DISTRIBUTION

### GRADUATE GENDER

| | |
|---|---|
| Female * | 1 |
| Male * | 1 |
| Other gender identity * | 0 |
| Total | 2 |

### GRADUATE ETHNICITY

| | |
|---|---|
| Hispanic * | 0 |
| Non-Hispanic * | 2 |
| Total | 2 |

### GRADUATE RACE

| | |
|---|---|
| American Indian or Alaska Native * | 0 |
| Asian * | 1 |
| Black or African-American * | 1 |
| Native Hawaiian or other Pacific Islander * | 0 |

| | |
|---|---|
| **White or Caucasian** * | 0 |
| **Other** * | 0 |
| **Unknown race** * | 0 |
| **Total** | 2 |

## GRADUATION DISTRIBUTION

| | |
|---|---|
| **Total Number of recent graduates employed within one year** * <br> *Total should not exceed the number of graduates reported in Enrollment Distribution.* <br> *Total must equal the sum of the four fields below.* <br> ***Total Employed*** *= Number Employed in healthcare and non health care positions while attending the program + graduates newly employed in health care and non health care positions* | 2 |
| **Number employed in a healthcare profession while attending the program and stayed in the same position upon/post graduation** * | 1 |
| **Number employed in a non-health care profession while attending the program and stayed in the same position upon/post graduation** * | 1 |
| **Number of graduates newly employed in the health care profession** * | 0 |
| **Number of graduates newly employed in a non-health care profession** * | 0 |
| **Number pursuing further education** * | 0 |

**GRADUATE SURVEY**

**Contacted***
14
**Responded***
10
**Satisfied***
9
**Analysis***

Survey Results:

*71% response rate;
*67% are in a job related to healthcare;
*33% are in a job not related to healthcare;

General Comments:

**86% of the graduates, employed in healthcare field, agree that the HIT Program "helped me acquire the knowledge necessary for my job".
**100% of the graduates, employed in healthcare field, agree that the HIT Program "prepared me to use sound judgement while performing my job".
**88% of the graduates, employed in healthcare field, agree the HIT Program "enabled me to think critically, solve problems and develop appropriate action steps".
**78% of the graduates, employed in healthcare field, agree the HIT Program "prepared me to conduct myself in an ethical and professional manner".
**67% said "I would attend BCCC if I had it to do over again."
**56% said "I would enroll in the same program of study if I had it to do over again".

Additional Comments:

** "Instructors were awesome and very knowledgeable".
** "The program helped me to get a job in a HIM department".
** "HIT program @ BCCC was a great program for me".

## PROGRAM OUTREACH

**How does the program get feedback about its graduates and the program itself?**

| | |
|---|---|
| **Employers Survey** | Yes |
| **Advisory Committee** | Yes |
| **Professionals** | Yes |
| **Intern/Capstone / Professional Practice site managers or supervisors** | Yes |
| **Other** | No |

**If Yes to any of these, please describe how the information is or will be used and please indicate when the feedback was provided.**

Information received allows the program to align competencies and assessments with current industry standards. Also, any weaknesses shared the program incorporates those observations within Course Syllabi/lesson plans where appropriate; e.g. Case Studies and Lab projects to ensure we impact students' behavior and/or program updates.

Employers' surveys are completed annually and Advisory Board Committee feedback is received semi-annually via Advisory Board Meetings.

Site Director feedback is received semi-annually after completion of each semester's practicum.

# Curriculum

Expand All

## COURSES

IMPORT EXPORT ( EXCEL | CSV )

| Term | Prefix-Num | Course | Credit Hrs | Practicum Hrs | |
|---|---|---|---|---|---|
| F 1 | AHP-110 | Medical Jurisprudence And Ethics | 2 | 0 | EDIT DELETE |
| FSP | AHP-130 | Medical Terminology | 3 | 0 | EDIT DELETE |
| F 1 | AHP-135 | Allied Health Pharmacology | 2 | 0 | EDIT DELETE |
| F1 | AHP-230 | Study Of Disease Process | 3 | 0 | EDIT DELETE |
| FSPS | BIO-101 | General Biology or Biology Placement Exam | 0 | 0 | EDIT DELETE |
| FSPS | BIO-202 | Anatomy And Physiology I | 4 | 0 | EDIT DELETE |
| FSPS | BIO-203 | Anatomy And Physiology II | 4 | 0 | EDIT DELETE |
| FSPS | ENG-101 | English Writing | 3 | 0 | EDIT DELETE |
| SP 2 | ENG-102/113 | Intro. To The Term Paper & Research/Business Writing | 3 | 0 | EDIT DELETE |
| F1 | HIT-121/121L | Introduction To Health Information Management Technology | 4 | 0 | EDIT DELETE |
| SP 2 | HIT-124/124L | ICD-10-CM Coding Principles And Practice | 4 | 0 | EDIT DELETE |
| F 3 | HIT-132 | Cpt-4 Coding Principles And Rvus/apgs | 2 | 0 | EDIT DELETE |

| | | | | | |
|---|---|---|---|---|---|
| SP 2 | HIT-151 | Healthcare Data Management And Analysis | 2 | 0 | EDIT DELETE |
| F 3 | HIT-227 | Advanced Medical Coding | 2 | 0 | EDIT DELETE |
| SP 4 | HIT-231 | Health Information Practicum II | 1 | 45 | EDIT DELETE |
| SP 2 | HIT-232 | Computer Applications In Healthcare | 2 | 0 | EDIT DELETE |
| SP 4 | HIT-243/243L | Healthcare Reimbursement | 2 | 0 | EDIT DELETE |
| SP 4 | HIT-253/253L | Healthcare Management Supervision | 3 | 0 | EDIT DELETE |
| SP 4 | HIT-263 | Information Systems For Health Information Technology | 2 | 0 | EDIT DELETE |
| F 3 | HIT -130 | Health Information Practicum I | 2 | 90 | EDIT DELETE |
| F 3 | HIT -252 | Clinical Quality Assurance And CQI | 3 | 0 | EDIT DELETE |
| SP 4 | HLF-Elective | Health And Life Fitness | 1 | 0 | EDIT DELETE |
| FSPS | MAT-107 | Modern Elementary Statistics | 3 | 0 | EDIT DELETE |
| FSPS | PRE-100 | Preparation For Academic Achievement | 1 | 0 | EDIT DELETE |
| F 3 | PSY-101 | Introductory Psychology | 3 | 0 | EDIT DELETE |
| SP 2 | SP-101 | Fundamentals Of Speech Communication | 3 | 0 | EDIT DELETE |

ADD NEW COURSE

| Total Courses | Total Credit Hours | Total Practicum Hours |
|---|---|---|
| 26 | 64 | 135 |

☑ **Does the program provide experiences for students to gain an understanding of, and to interact with, a variety of healthcare professionals and organizations?**

**Describe** *

Yes

The program provides two courses, HIT 130: Health Information Practicum I and HIT 231: Health Information Practicum II which are offered during Fall and Spring respectively. Each course exposes students to professionals in both acute and non-acute settings and allows them to learn and actively participate in HIT/HIM functions.

Students have the opportunity to experience HIT/HIM professionals at various levels such as Team Leader, Supervisor, Manager, Assistant Director, Director and/or Vice President.

☑ **Does the Professional Practice Experience have at minimum 40 contact hours?**

**Describe** *

Yes

In HIT 130: Health Information Practicum I, students apply skills gained in HIT 121/121L and acquire additional competencies in health record analysis, completion, and maintenance. This course includes computer applications in MPI, chart control, and patient registration. 90 hours are spent in an acute care health facility. There is a mandatory Onsite Orientation before going onsite; and Mandatory Debriefing which includes onsite critique/debriefing and practice before Portfolio Presentations.

**Number of credit hours needed to complete program** *

64



## STUDENT ASSESSMENT

**What professional designations, certifications do program graduates seek or obtain upon completion of the program?**

AHIMA
- [ ] RHIA
- [x] RHIT
- [ ] Other

Coding
- [x] AHIMA (CCA,CCS,CCS-P)
- [ ] ACCP

HIMSS
- [ ] CAHIMS
- [ ] CPHIMS

AMIA
- [ ] AHIC
- [ ] ACHIP
- [ ] Other

CHIME
- [ ] Digital Health Professional
- [ ] Digital Health Leader

NCRA
- [ ] ODS

Other
- [ ] Other

**Results/Analysis/Actions***
**Results/Analysis/Actions***

# Faculty

Expand All

## FACULTY MEMBERS

IMPORT EXPORT ( EXCEL | CSV )

| Faculty Member | Status | Rank | Highest Degree | |
|---|---|---|---|---|
| Basirat Giwa, MSc, RHIA | Full Time | Assistant Professor | Masters | EDIT DELETE |
| Kathryn Singleton, MS, RHIA | Full Time | Assistant Professor | Masters | EDIT DELETE |
| Michelle Walden, MS, RHIA | Adjunct | Instructor | Masters | EDIT DELETE |

☑ **Do the faculty get release time?**

**Name the faculty member(s) and describe the faculty release time***

Yes

The full-time faculty member, Basirat Giwa, MSc, RHIA, Clinical Coordinator was assigned three (3) Teaching Assignment Units (TAUs) as release time per semester.

## HISTORICAL DISTRIBUTION

EXPORT ( EXCEL | CSV )

| Reporting Period | Full Time | Part Time | Adjunct | Total |
|---|---|---|---|---|
| 8/1/2015 - 7/31/2016 | 2 | 0 | 1 | 3 |
| 8/1/2016 - 7/31/2017 | 2 | 0 | 1 | 3 |
| 8/1/2017 - 7/31/2018 | 1 | 0 | 3 | 4 |
| 8/1/2018 - 7/31/2019 | 2 | 0 | 1 | 3 |
| 8/1/2019 - 7/31/2020 | 2 | 0 | 0 | 2 |
| 8/1/2020 - 7/31/2021 | 2 | 0 | 0 | 2 |
| 8/1/2021 - 7/31/2022 | 2 | 0 | 1 | 3 |
| 8/1/2022 - 7/31/2023 | 2 | 0 | 1 | 3 |

**If there was a change in faculty numbers from previous year, please explain**

# Goals

Expand All

## PROGRAM ASSESSMENT

**What are the strengths of the Program?** *

1) dedicated faculty;
2) cutting edge software to enhance students' hands-on experiences; e.g. EHRGo and VLab;
3) variety of practica sites;
4) active and supportive Advisory Board; and
5) supportive Administration

**What are areas of improvement?** *

Areas of improvement needed:
1) recruitment; i.e. time, strategy, and resources;
2) retention plan

## CURRICULUM

**Goal Description**

The program's mission and goals are outcome-focused and relevant to the mission of the sponsoring educational institution. The program must assess the appropriateness and effectiveness of the curriculum, with the results of the program assessment used as the basis for ongoing planning and program improvement.

**Measured Target Outcome** *

1. Review 100% of syllabi annually to ensure curriculum competencies and assessments align with industry's best practices for student achievement.
2. Ensure that at least 75% of the students will achieve 74% mastery of entry-level competencies.
3. Assist with graduate students' career readiness through the addition of a new course; e.g. RHIT Exam Prep Course.
4. Ensure that at least 50% of graduates sit for the RHIT exam within six (6) months of graduation.
5. Ensure that at least 50% of first-time RHIT exam takers will pass as well as meet the national average score.
6. Conduct graduate and employer surveys.

**Steps to Achieve** *

1. Evaluate syllabi to ensure "Domain" tasks and Bloom-levels are proportionately assigned.
2. Evaluate competencies/learning outcomes per course for students' achievement of assigned assessments.
3. Evaluate the congruency of "Domain" tasks with Bloom-level progression.
4. Design RHIT Exam Prep Course and seminars into curriculum to improve test-taking strategies to improve exam.
5. Recommend College purchase AHIMA's recommended book bundle (exam fee) needed for preparatory study to encourage graduates to sit for the RHIT exam.
6. Provide "Domain" subject matter experts during seminars with Advisory Board members as guest speakers.
7. Invite graduates and employers to participate in surveys.

**Results/Analysis/Actions***

**1. Revised 13 out of 13 (100%) syllabi. To ensure mastery of competencies and students' success rate, the education plan was revised to address efficiency and effectiveness of progression of knowledge that support course sequencing, added prerequisites, as well as designed and developed a new course, HIT 151, and developed the RHIT Exam Prep course.**

**2. The program designed and incorporated the RHIT Exam Prep Course into the curriculum to increase the sitting rate and improve the program's average exam score.**

**3. RHIT Exam Prep course results for 2022/2023 show that one (1) student sat for the exam but did not pass after multiple attempts (2017 graduate).**

**4. RHIT Exam Prep course was presented in Spring 2023 and students received the "free" course and "free" book bundle and all the corresponding resources including the exam fee; and two (2) HIT Advisory Board members and four (4) RHIA practitioners served as "Domain" seminar guest speakers during the course.**

**5. Employers (Advisory Board members, Professional Practice Site Directors and Preceptors) completed a survey with a 100% response rate. While only one employer has hired BCCC/HIT students, 86% declared that they would hire HIT students in the future. 14.29% noted that if there is a job fit, a BCCC/HIT student would be hired.**

**Person Responsible** *

Faculty/Program Director

**Time Frame** *

Annually/Ongoing

## FACULTY DEVELOPMENT

**Goal Description**

The program will provide a plan for faculty that establishes or assesses the knowledge, skills, qualifications, and experience pertinent to the professional curriculum content that they are assigned to teach.
This includes efforts to keep current in health information management and/or other relevant professional content and practice, as well as other components of advanced formal education.

**Measured Target Outcome** *

1. Faculty will volunteer for local CSA (MdHIMA) and AHIMA activities and committees to broaden knowledge of industry's best practices; and engage with peers for social and professional camaraderie.

2. Faculty will demonstrate continuing professional development related to curriculum content to which they are assigned.

3. Faculty will advocate for innovative and creative ways to stay competitive with local and neighboring programs.

**Steps to Achieve** *

1. Faculty will volunteer for College-wide and local CSA (MdHIMA) committees.

2. Faculty will attend educational seminars and participate in webinars on topics focused on content specific to instructors' assigned courses.

3. Faculty will research, study and seek approval for a "fully" online program to ensure competitiveness.

**Results/Analysis/Actions** *

1. HIT faculty members participate in MdHIMA programs as well as introduce and involve HIT students in various committees and activities. Faculty members volunteer on the Annual Planning, Data Quality and Nominating Committees of MdHIMA; and the College's Curriculum Instruction, Faculty Grievance and Faculty Senate Committees.

2. HIT faculty met and exceeded AHIMA's CEUs for RHIAs which entailed attending conferences sponsored via CAHIIM Townhall Meetings, AHIMA Annual Conference 2022 and 2023,MdHIMA 2022 and 2023 Annual Conferences and AHIMA's 2022 Assemble on Education (AOE) Symposium on topics such as Data Management/Analytics, Legal Aspects, and Medical Coding.

3. HIT faculty's advocacy campaign for a "fully" online program to stay competitive and increase admissions was approved. Faculty completed and submitted the application to Maryland Higher Education Commission (MHEC) on June 23, 2023 and it was approved August 22, 2023.

**Person Responsible** *

Program Director

**Time Frame** *

Annual/Ongoing

## STUDENTS AND GRADUATES

**Goal Description**

The program will provide assurance that the educational needs of students are met and that graduates demonstrate at least the AHIMA entry-level curriculum competencies.

**Measured Target Outcome***

1. Annually review "Domain" competencies and corresponding assessments of all courses to ensure at least 75% of students will achieve 74% mastery of entry-level competencies.

2. Each semester review assessments of each course offered to ensure assessments demonstrate progression and align proportionately with "Domains" at Bloom-level 3s, 4s and some 5s.

**Steps to Achieve***

1. Evaluate competencies/learning outcomes per course for students' achievement of assigned assessments.

2. Evaluate the congruency of "Domain" tasks with Bloom-level progression.

3. Invite students to evaluate each course.

4. Invite graduates to participate in annual surveys.

## Results/Analysis/Actions*

1. Syllabi were reviewed in Fall 2022 to ensure that course assignments aligned with the AHIMA entry-level curriculum competencies associated with each course.

2. A new course, HIT 151: Healthcare Data Management & Analysis, was added to curriculum in Fall 2021 to provide more data management, healthcare statistics, and analytical content. A second review of the course resulted in more changes that resulted in not just lowering the Bloom-level on a couple of assignments from 5s to 4s and 3s, but also extending the assignments' due dates to allow time for re-review of concepts and new knowledge.

3. Students demonstrated comprehension of concepts by engaging and critiquing in Discussion Boards, and scoring higher grades consistently per assessment.

4. According to our survey of graduates, key results show:

### Survey Results:

*71% response rate;
*67% are in a job related to healthcare;
*33% are in a job not related to healthcare;

### General Comments:

**86% of the graduates, employed in healthcare field, agree that the HIT Program "helped me acquire the knowledge necessary for my job".
**100% of the graduates, employed in healthcare field, agree that the HIT Program "prepared me to use sound judgement while performing my job".
**88% of the graduates, employed in healthcare field, agree the HIT Program "enabled me to think critically, solve problems and develop appropriate action steps".

**78% of the graduates, employed in healthcare field, agree the HIT Program "prepared me to conduct myself in an ethical and professional manner".
**67% said "I would attend BCCC if I had it to do over again."
**56% said "I would enroll in the same program of study if I had it to do over again".

## Additional Comments:

** "Instructors were awesome and very knowledgeable".
** "The program helped me to get a job in a HIM department".
** "HIT program @ BCCC was a great program for me".

**Person Responsible** *

Faculty/Program Director

**Time Frame** *

Annually/Ongoing

## COMMUNITIES OF PRACTICE

**Goal Description**

Communities of Practice.
The program must indicate how it assesses and responds to the needs of its communities of practice, demonstrating how it translates those needs into an educated, competent workforce, and how the program inspires and supports its communities of practice.

**Measured Target Outcome** *

1. Provide CEU opportunities throughout the academic year via the HIT Program to local practitioners in the field.

2. Provide student volunteers to MdHIMA annual association meeting.

**Steps to Achieve** *

1. Invite industry/clinical practitioners throughout the academic year opportunities to earn CEUs when they volunteer to serve as guest speakers on HIT topics in the classroom; and site directors, managers and/or team leaders for PPEs.

2. Assign students to attend and volunteer at MdHIMA annual meeting.

**Results/Analysis/Actions** *

1. 12 Clinical practitioners were awarded CEUs for participating in providing HIT students invaluable PPEs.

2. Five (5) practitioners received CEUs for Advisory Board participation.

3. Four (4) practitioners received CEUs for being guest speakers on topics in HIT program; e.g. RHIT Exam Prep Review.

4. The above 21 Industry practitioners received "Certificates of Appreciation" signed by the Dean of School of Nursing and Health Professions and the Program Director of HIT Program. Practitioners continually volunteer, requests return opportunities, and express appreciation for the chance to expose students to "real-world" experiences.

5. Two (2) students attended the MdHIMA annual meeting and volunteered to serve as "Runners" for various committees; e.g. Registration and Activities.

**Person Responsible** *

Faculty/Program Director

**Time Frame** *

Fall & Spring semester

## CUSTOM/OPTIONAL GOAL


Additional Comments
CANCEL
SAVE

Exhibit 1.13



CAPTE

Commission on Accreditation in Physical Therapy Education

## Confirmation of Contact and Other Information

| | |
|---|---|
| | 1.1. Verify that the following URL is correct and points directly to the program's accreditation statement. If not, replace or add correct URL before moving to question 1.1b. |
| 1.1. Accreditation Status URL | https://www.bccc.edu/Page/2418 |
| | 1.1b. Verify that the following URL is correct and points directly to the program's main web page. If not, replace or add correct URL. |
| 1.1b. Website URL | https://www.bccc.edu/Page/2412 |
| | 1.1c. Verify that the following URL is correct and points directly to the program's Student Financial Fact Sheet. If not, replace or add correct URL. |
| 1.1c. Student Financial Fact Sheet URL | https://www.bccc.edu/Page/1186 |
| | 1.1d. Verify that the following URL is correct and points directly to the program's web posting of graduation, licensure and employment rates. If not, replace or add correct URL. Candidacy programs, write www.n/a.com |
| 1.1d. Program Outcome URL | https://www.bccc.edu/Page/2417 |
| | 1.2. Is the information on the program's contact info page on the CAPTE Portal correct? If NO, e-mail correct information to accreditation@apta.org |
| 1.2. Program Contact Info Up to Date | Yes |
| | 1.2a. Select the key codes that apply to your program. Uncheck any key code that no longer applies. |
| 1.2a. Key Codes | (D2) Program culminates in occupational Associate degree (e.g., AAS, AOS), (F1) Program is offered in full-time day format, (PU) Public institution |
| | Verify this page has been completed: |
| I verify that I have reviewed and completed all of the information above. | Yes |

## Degree To Be Awarded, Program Length and Curriculum Model

| | |
|---|---|
| | 1.3. Is a cohort of students scheduled to graduate in 2023? |
| 1.3. Cohort Graduating | Yes |
| | 1.4. When is the graduating Class of 2023 scheduled to graduate? For programs with Candidacy Status enter the planned graduation date for your first cohort. |

Exhibit 1.13

| | |
|---|---|
| 1.4. Graduating Date | 5/13/2023 |
| | 1.4a. Has the graduation date for the first graduating class that you entered on your application for candidacy changed? Candidacy programs respond Yes or No. Non-candidacy programs write N/A. |
| 1.4a. First Graduating Class Date Change | N/A |
| | 1.5. Has the start date of the last term for the first graduating class that you entered on your application for candidacy changed? Candidacy programs respond Yes or No. Non-candidacy programs write N/A. |
| 1.5. First Graduating Class Last Term Change | N/A |
| | 2.1. Overall format (pre-professional years + professional years) of the program (e.g., 0.5+2, 1+1, Integrated 2-Year, etc.): |
| | 2.1a. Enter the format experienced by all or the majority of students who enter the program: |
| 2.1a. Overall Program Format | Integrated 2-Year |
| | 2.1b. Does the program have an alternate format? |
| 2.1b. Alternate Format Exists | No |
| | If Yes, what is the alternate format? If No, select N/A. |
| 2.1c. Alternate Program Format | N/A |
| | 2.1d. If Yes, what percent of students in the graduating Class of 2023 enrolled in the program through the alternate format? If No, enter 0 "zero". |
| 2.1d. Alternate Format Percentage | 0.00 |
| | 2.2. The institutional academic calendar is based on: |
| 2.2. Term Type | Semester |
| | 2.3. Number of terms (semesters, quarters, trimesters) required for completion of the professional/technical phase of the program: |
| 2.3. Terms to Complete Degree | 5.00 |
| | 2.4. Total length of the professional/technical program in weeks: |
| 2.4. Total Length of Program | 67.00 |
| | 2.4a. If the total program length (question 2.4) exceeds 5 semesters or 80 academic weeks or 104 calendar weeks, provide evidence that the increased length addresses student outcomes. If no, write N/A. |
| 2.4a. Evidence that the increase length addresses student outcome: | N/A |
| | 2.5. Number of CREDITS required for completion of the program: |

Exhibit 1.13

| | |
|---|---|
| 2.5a. Pre-professional phase: | 26.00 |
| 2.5b. Professional phase - Classroom/Laboratory Credits | 29.00 |
| 2.5c. Professional phase - Clinical Education Credits | 12.00 |
| | 2.6. Length of full-time clinical education: |
| | 2.6a. Total number of weeks spent in FULL-TIME (35 or more hours per week) clinical education: |
| 2.6a. Number of Full-Time Weeks | 11.00 |
| | 2.6b. Length (in weeks) of the terminal clinical education experience(s): |
| 2.6b. Terminal Clinical Education Length | 11.00 |
| | 2.6c. Does this program have a requirement for all students to complete at least one clinical education experience for which the students would be required to seek alternative housing or travel accommodations to attend. Alternative housing or travel accommodations are those other than the student's housing during other parts of the professional program. |
| 2.6c. Alternative housing or travel accommodations | No |
| | 3.1. Indicate which one of the following most closely describes the curriculum model: |
| 3.1. Curriculum Model | Traditional |

## Cost to Student

| | |
|---|---|
| | 4.1. Indicate the average ANNUAL TUITION (Excluding Fees) for a full-time student enrolled in the professional phase of the program, enter "0" zero if not applicable: |
| 4.1a. Public institution, in-district or in-state student: | 2640.00 |
| 4.1b. Public institution, out-of-district or out-of state student: | 6720.00 |
| 4.1c. Private institution: | 0.00 |
| 4.2. Indicate the annual institutional fees for a full-time student enrolled in the program: | 674.00 |
| 4.3. Indicate the total cost of other program-related expenses: | 0.00 |
| | 4.4. Indicate the total cost of the program for students who graduated or are scheduled to graduate in 2023. |
| 4.4a. Public institution, in-district or in-state | 3314.00 |

Exhibit 1.13

| | |
|---|---|
| student: | |
| 4.4b. Public institution, out-of-district or out-of state student: | 6720.00 |
| 4.4c. Private institution: | 0.00 |
| 4.5a. Does the institution offer financial assistance specific to PTA students? | No |
| 4.5b. Does the program/institution offer scholarships specific to PTA students? | No |
| 4.5c. Does the program offer work-study opportunities specific to PTA students? | Yes |
| | Answer to questions 4.6a, 4.6b and 4.6c apply to students who graduated between September 1, 2022 to August 31, 2023. |
| 4.6a. Ten or less students graduated between September 1, 2022 – August 31, 2023. | No |
| | 4.6b. Indicate the average student educational debt accumulated during the PTA program for students graduating between September 1, 2022 – August 31, 2023. This debt is from attendance in the PTA program. If answer to 4.6a. is YES, enter "0" zero. |
| 4.6b. Average student debt from the PTA program. | 0.00 |
| | 4.6c. Indicate the average total student higher education debt upon PTA program graduation for students graduating between September 1, 2022 – August 31, 2023. If answer to 4.6a. is YES, enter "0" zero. |
| 4.6c. Average total student educational debt upon PTA program graduation. | 0.00 |

## Program Budget

| | |
|---|---|
| | 5.1. Is this an AAR for an Expansion program? |
| 5.1. Expansion Program | No |
| | 5.1a. Does the expansion program have a separate budget? If you said No for 5.1., answer No here as well. |
| 5.1a. Expansion Program Separate Budget | No |
| | 5.2a. Has there been a decrease of 10% or more in the past year or 25% or more in the past three year years in the total program budgeted salary expenses (excluding benefits)? |
| 5.2a. Change in Salary Expenses | No |
| | 5.2b. If Yes, indicate the impact of the change on the program. If No, select No Perceivable Impact. |

Exhibit 1.13

| | |
|---|---|
| 5.2b. Change in Salary Impact | No Perceivable Impact |
| | 5.2c. If Yes, describe the change, the reason for the change and the effect of the change. If the impact is adverse, describe the program's response to the change. If No, write N/A. |
| 5.2c. Change in Salary Expenses Description | N/A |
| | 5.3a. Has there been a decrease of 10% or more in the past year or 25% or more in the past three year years in the total program budgeted operating expenses (excluding salary and benefits)? |
| 5.3a. Change in Operating Expenses | No |
| | 5.3b. If Yes, indicate the impact of the change on the program. If No, select No Perceivable Impact. |
| 5.3b. Change in Operating Expenses Impact | No Perceivable Impact |
| | 5.3c. If Yes, describe the change, the reason for the change and the program's response to the change. If No, write N/A. |
| 5.3c. Change in Operating Expenses Description | N/A |
| | 5.4. Total budgeted core faculty and staff salary expenses for the 2023-2024 academic year, excluding benefits. INCLUDE compensation for core faculty and staff. ONLY Candidacy programs should insert faculty and staff salary expenses. All other programs enter 0 "zero. |
| 5.4. Total Budgeted Core Faculty and Staff Salary Expenses | 0 |
| | 5.5. Total budgeted operating expenses for 2023-2024 academic year, excluding core faculty and staff salary and benefits. INCLUDE all budgeted expenses related to the program (overhead, equipment, travel, compensation for associated faculty, etc.), other than salary and benefits. ONLY Candidacy programs should insert faculty and staff salary expenses. All other programs enter 0 "zero" |
| 5.5. Total Budgeted Operating Expenses | 0 |

## Program Leadership and Space Allocation

| | |
|---|---|
| 6.1. Does the program director have a minimum of a master’s degree? | Yes |
| | 6.2. Does the Program Director have a current license/certification to practice as a PT or PTA in any US jurisdiction? |
| 6.2. Program Director Licensure Status | Yes |
| | 6.2a. Does the Program Director have a minimum of five years (or equivalent), full-time, post licensure experience that includes a minimum of three years (or equivalent) of full-time clinical experience? |
| 6.2a. Program Director Experience | Yes |
| | 6.2b. Does the Program Director have didactic and/or clinical teaching experience? |

Exhibit 1.13

| | |
|---|---|
| 6.2b. Program Director Teaching Experience | Yes |
| | 6.2c. Does the Program Director have experience in administration/management? |
| 6.2c. Program Director Administrative/Management Experience | Yes |
| | 6.3a. Does the Program Director have coursework in educational theory and methodology, instructional design, student evaluation and outcome assessment, equivalent to nine credits of coursework in these educational foundations? |
| 6.3a. Program Director Educational Foundation Credits | Yes |
| | 6.3b If any answer in section 6 is NO, list the question number(s) and describe the process(es) and timeline to come into compliance. If all answers in section 6 are YES, write N/A. |
| 6.3b. Program Director Explanation | N/A |
| | 7.1a. Has there been a decrease in the square footage of laboratory space routinely used by the program of 25% or more? |
| 7.1a. Change in Accessible Space | No |
| | 7.1b. If Yes, indicate the reason for the change and impact of the change on the program. If No, select "No Perceivable Impact". |
| 7.1b. Change in Accessible Space – Impact | No Perceivable Impact |
| | 7.1c. If Yes, indicate the the current square footage and previous square footage. If No, write N/A. |
| 7.1c. Change in Accessible Space – Description | N/A |

## Clinical Education

| | |
|---|---|
| | 8.1. Number of clinical education sites with which the program had a clinical education agreement as of September 1, 2023: |
| 8.1. Clinical Education Sites with Agreement | 18 |
| | 8.2. Is the depth and breadth of clinical education sites used by the program sufficient to provide every student experiences necessary to achieve entry-level competence? |
| 8.2. Clinical Education Sites Sufficient Experience | Yes |
| | 8.2a. If No, indicate the impact on the program and explain how it is being addressed. If Yes, enter N/A. |
| 8.2a. Clinical Education Sites Sufficient Explain | N/A |
| | 8.3. Were students placed in clinical education experiences during the last 2022-2023 academic year? If answer is No, enter 0 "zero" for question 8.4 and 8.5, select No for questions 8.6a. through 8.6e. |

Exhibit 1.13

| | |
|---|---|
| 8.3. Clinical Education Experiences | Yes |
| | 8.3a. If you answered No to 8.3 explain why students were not placed in clinical education experiences. If answered Yes, write N/A. |
| 8.3a. Clinical Education Experiences Explain | N/A |
| | 8.4. Of the clinical instructors who worked with your students during the 2022-2023 academic year, what percent (%) were Credentialed Clinical Instructors? If 8.3 was No, enter 0 "zero". |
| 8.4. Clinical Education Instructors Credentialed | 25 |
| | 8.5. Of the clinical instructors who worked with your students during the 2022-2023 academic year, what percent (%) held some type of certification of advanced clinical skill (e.g., ABPTS, FAAOMPT, other, but not first aid/CPR)? If 8.3 was No, enter 0 "zero". |
| 8.5. Clinical Education Instructors Certified | 25 |
| | 8.6a. Are you experiencing difficulty in maintaining access to sufficient clinical education sites for student placements? If 8.3 was No, enter No. |
| 8.6a. Clinical Education Requirements Change | No |
| | 8.6b. Have students been placed in clinical sites for which they have not had prior didactic instruction? If 8.3 was No, enter No. |
| 8.6b. Clinical Education Prior Instruction | No |
| | 8.6c. Have any students had a clinical instructor who has had less than one year of clinical experience? If 8.3 was No, enter No. |
| 8.6c. Clinical Education Instructor Experience | No |
| | 8.6d. Have any students been assigned a CI of record who is not a PT or PTA regardless of part-time or full-time assignment? If 8.3 was No, enter No. |
| 8.6d. Clinical Education CI Not PT | No |
| | 8.6e. Have you delayed student(s) graduation due to cancellation or difficulty in making clinical education placements? If 8.3 was No, enter No. |
| 8.6e. Clinical Education Delayed Graduation | No |
| | 8.6f. If Yes to any 8.6a - 8.6e question, identify the question # and provide specific information regarding the problem and the impact on the program. If all responses are No, enter N/A. |
| 8.6f. Clinical Education Explanation | N/A |

## Admission Information

| | |
|---|---|
| | 9.1. According to CAPTE data your program matriculates a new cohort of students in the TECHNICAL/PROFESSIONAL PHASE OF THE PROGRAM for the following number of times within a calendar year. If number is incorrect, please contact Accreditation Staff. |

Exhibit 1.13

| | |
|---|---|
| | 9.1. Cohorts Matriculated Annually: |
| | |
| | 9.3. Has the CAPTE set class size for any cohort of new students increased by more than 10% from the last 2022-2023 academic year? |
| 9.3. Planned Class Size Increase | No |
| 9.3a. If Yes to 9.3. provide rationale. If No, write N/A. | N/A |
| | 9.4. Indicate whether your program admits a cohort every year or every other year. |
| 9.4. Admits cohort every year or every other year | Every year |
| | 9.4a. Indicate if your program withheld a cohort in 2022, or 2023, or both. If so, provide your reason for withholding a cohort. |
| 9.4a. Withheld cohort in 2022, or 2023, or both. If so, provide reason | N/A |

## Matriculating Cohorts

**Cohort 1 - 2023**

| | | | |
|---|---|---|---|
| Cohort Number | 1 | 9.2. Month Admitted (Example: 01 for January) | 08 |
| Planned Class Size | 24 | 10.1. Number of applicants: | 8 |
| | 10.2. Number of applicants who met all admission requirements, including timely submission of required documentation: | 10.2. Number of applicants who met all admission requirements | 8 |
| | 10.3. Number of applicants offered a place in the class (include both initial offers and offers to applicants on an "alternate" or "waiting" list): | 10.3. Number of applicants offered a place in the class | 8 |
| | 10.4. Number of accepted students who enrolled in the professional phase of the program. Include only new students. | 10.4. Applicants Accepted | 6 |
| | 10.5. For this cohort, is the number of enrolled new students (Question 10.4) more than 10% higher than CAPTE set class size? | 10.5. Change in Class Size | No |
| | 10.5a. If Yes, indicate the impact of the change on the program. If No, write N/A: | 10.5a. Change Description | N/A |
| | 10.5b. If yes, state the percentage of increase, the number enrolled over the set class size, identify if the change is temporary or permanent, and describe | 10.5b. Percent of Increase Description | N/A |

Exhibit 1.13

| | | | |
|---|---|---|---|
| | how the program is addressing the impact of increased enrollment on faculty workload, faculty numbers, classroom and laboratory resources (space, equipment, supplies) and clinical education sites. If No, write N/A: | | |
| | 10A.1a. - 10A.1d. For the class of students initially enrolled in the TECHNICAL/PROFESSIONAL PHASE of the program in 2022-2023 academic year, indicate the following: | | 10A.1a. Enter the number of minority students who enrolled in the technical/professional phase of the program: |
| 10A.1a.1. Hispanic/Latino of any race | 1 | 10A.1a.2. American Indian/Alaskan Native | 0 |
| 10A.1a.3. Asian | 0 | 10A.1a.4. Black or African American | 5 |
| 10A.1a.5. Native Hawaiian or other Pacific Islander | 0 | 10A.1a.6. White | 0 |
| 10A.1a.7. Two or more races | 0 | 10A.1a.8. Unknown | 0 |
| | 10A.1b. Average over-all GPA (on a 4.0 scale) of students who enrolled in the professional phase of the program. May enter whole number or number to two decimal places. | 10A.1b. Average Over-All GPA | 2.88 |
| | 10A.1c. Average prerequisite GPA (on a 4.0 scale) of students who enrolled in the professional phase of the program. May enter whole number or number to two decimal places. | 10A.1c. Average Prerequisite GPA | 2.98 |
| | 10A.1d. Average age of students who enrolled in the professional phase of the program. May enter whole number or number to two decimal places. | 10A.1d. Average Age | 30 |
| | Cohort 1: Planned Class Size: | | |
| | Cohort 2: Planned Class Size: | | |
| | Cohort 3: Planned Class Size: | | |
| | Cohort 4: Planned Class Size: | | |

## Applicant Admission Information Statistics - Enrollment by Class/Gender

| | Male | Female | I do not identify with an existing option/choose not to answer | Total |
|---|---|---|---|---|
| Freshman | 1 | 5 | 0 | 6 |
| Sophomore | 1 | 7 | 0 | 8 |

Exhibit 1.13

| | | | | |
|---|---|---|---|---|
| Junior | 0 | 0 | 0 | 0 |
| Senior | 0 | 0 | 0 | 0 |
| Grad 1 | 0 | 0 | 0 | 0 |
| Grad 2 | 0 | 0 | 0 | 0 |
| Grad 3 | 0 | 0 | 0 | 0 |
| Grad 4 | 0 | 0 | 0 | 0 |
| Total | 2 | 12 | 0 | 14 |

☑ I verify that I have reviewed and completed all of the information above.

## Applicant Admission Information Statistics - Enrollment by Ethnicity

| | Ethnicity |
|---|---|
| Hispanic/Latino of any race | 1 |
| American Indian/Alaskan Native | 0 |
| Asian | 0 |
| Black or African-American | 11 |
| Native Hawaiian or other Pacific Islander | 0 |
| White | 2 |
| Two or more races | 0 |
| Unknown | 0 |
| Total | 14 |

☑ I verify that I have reviewed and completed all of the information above.

## Applicant Admission and Program Graduates

| | |
|---|---|
| | 11.3. Indicate the total number of students enrolled in the technical/professional program (as of October 1, 2022) who, upon entering the professional program, held the following highest earned degree: |

Exhibit 1.13

| | |
|---|---|
| 11.3a. Enrolled with Baccalaureate | 0 |
| 11.3b. Enrolled with Master's | 0 |
| 11.3c. Enrolled with Doctoral | 0 |
| | 12.1 Number of students who graduated or are expected: |
| 12.1 Number of students who graduated or are expected to graduate in 2022-2023 academic year | 7 |

## Program Graduates Statistics - by Ethnicity

| | Ethnicity |
|---|---|
| Hispanic/Latino of any race | 1 |
| American Indian/Alaskan Native | 0 |
| Asian | 0 |
| Black or African-American | 5 |
| Native Hawaiian or other Pacific Islander | 0 |
| White | 1 |
| Two or more races | 0 |
| Unknown | 0 |
| Total | 7 |

☑ I verify that I have reviewed and completed all of the information above.

## Graduating Cohorts

**Baltimore City Community College - PTA - 2020 - Cohort 1**

| | | | |
|---|---|---|---|
| Cohort Number | 1 | Year | 2020 |
| | | G1.2. Number of Students Admitted to Original Cohort | 17 |
| G1.3. Graduated at Normally Expected Time | 0 | G1.4. Graduated Within 150% of Program Length | 10 |

Exhibit 1.13

| | | | |
|---|---|---|---|
| G1.5a. Did Not Complete Due to Academic or Clinical Deficit | 1 | G1.5b. Did Not Complete Due to Other Reason | 6 |

**Baltimore City Community College - PTA - 2021 - Cohort 1**

| | | | |
|---|---|---|---|
| Cohort Number | 1 | Year | 2021 |
| | | G1.2. Number of Students Admitted to Original Cohort | 15 |
| G1.3. Graduated at Normally Expected Time | 10 | G1.4. Graduated Within 150% of Program Length | 0 |
| G1.5a. Did Not Complete Due to Academic or Clinical Deficit | 2 | G1.5b. Did Not Complete Due to Other Reason | 3 |

**Baltimore City Community College - PTA - 2022 - Cohort 1**

| | | | |
|---|---|---|---|
| Cohort Number | 1 | Year | 2022 |
| | | G1.2. Number of Students Admitted to Original Cohort | 21 |
| G1.3. Graduated at Normally Expected Time | 7 | G1.4. Graduated Within 150% of Program Length | 1 |
| G1.5a. Did Not Complete Due to Academic or Clinical Deficit | 4 | G1.5b. Did Not Complete Due to Other Reason | 11 |

**Baltimore City Community College - PTA - 2023 - Cohort 1**

| | | | |
|---|---|---|---|
| Cohort Number | 1 | Year | 2023 |
| | | G1.2. Number of Students Admitted to Original Cohort | 16 |
| G1.3. Graduated at Normally Expected Time | 6 | G1.4. Graduated Within 150% of Program Length | 0 |
| G1.5a. Did Not Complete Due to Academic or Clinical Deficit | 5 | G1.5b. Did Not Complete Due to Other Reason | 7 |

## Employment Information

| | |
|---|---|
| | 14.1. Did the program have graduates last year (Calendar Year 2022)? Candidacy programs, select "No". |
| 14.1. Graduates Last Year (Calendar Year 2022) | Yes |
| | 14.2. If yes, what percentage of those who graduated last year and who sought employment in physical therapy (full-time or part-time) were employed within 1 year following graduation? If No or for Candidacy programs, write "0" zero. |
| 14.2. Employment Rate | 100 |

Exhibit 1.13

| | |
|---|---|
| | 14.3. What data is used to determine employment rate (Examples: responses to graduate surveys, exit interviews, phone or email communications)? Candidacy programs, write N/A. |
| 14.3. Employment Rate Method | Email - Phone - Text |

## Core Faculty and Current Vacancies

| | |
|---|---|
| 15.1a. Total number of FULL-TIME core faculty positions allocated to the program filled by a PT/PTA: | 2.00 |
| 15.1b. Total number of PART-TIME core faculty positions allocated to the program filled by a PT/PTA: | 0.00 |
| 15.1c. Total number of Non-PT/PTA FULL-TIME positions allocated to the program: | 0.00 |
| 15.1d. Total number of Non-PT/PTA PART-TIME positions allocated to the program: | 0.00 |
| | 15.1e. FTEs the above number of core faculty represent: |
| 15.1e. Core Faculty FTEs | 2.22 |
| | 15.1f. The program director attests that all core faculty teaching clinical PT content hold an active, unrestricted PT license in any United States jurisdiction and the state where the program is located, if required by that state's jurisdiction. |
| 15.1f. Program Director attests core faculty adhere to PT Practice Act for licensure | Yes |
| | 15.2a. Number of current (2023-2024) vacancies in currently allocated (budgeted) core faculty positions: |
| 15.2a. Total Vacancies | 0.00 |
| | 15.2b. Are 30% or more of the core faculty positions allocated to the entry-level program vacant or filled temporarily with adjunct faculty? |
| 15.2b. 30% or more | No |
| | 15.2c. If Yes, indicate the impact of the vacancy on the program. If No, select No Perceivable Impact. |
| 15.2c. Core Faculty Vacancies Impact | No Perceivable Impact |
| | 15.2d. If Yes, describe how the program is addressing the impact of the vacancies. If No, write N/A. |
| 15.2d. Core Faculty Vacancies Impact Description | N/A |

Exhibit 1.13

| | |
|---|---|
| | 15.2e. Has there been a decrease of 25% or more over the most recent three years of the FTEs of core faculty positions allocated to the entry-level program? |
| 15.2e. Significant Core Faculty FTE Decrease | No |
| | 15.2f. If Yes, indicate the impact of the FTE decrease on the program. If No, select No Perceivable Impact. |
| 15.2f. Core Faculty Decrease Impact | No Perceivable Impact |
| | 15.2g. If yes, identify the FTEs represented by the core faculty positions for each academic year and describe how the program is addressing the impact of the FTE decrease. If No, write N/A. |
| 15.2g. Core Faculty Decrease Description | N/A |
| | 15.2h. Is the position of Program Director currently vacant or occupied by an interim or acting administrator? |
| 15.2h. Current Vacancy - Program Administrator | No |
| | 15.2i. Is the position of ACCE/DCE currently vacant or occupied by an interim or acting ACCE/DCE? |
| 15.2i. Current Vacancy - ACCE/DCE | No |

## Turnover, Projected Vacancies and Faculty-to-Student Ratios

| | |
|---|---|
| 15.2j. Percent of core faculty positions turned over since October 2022: (# has to be between 0-100) | 0.00 |
| 15.3a. Projected vacancies in currently allocated core faculty positions: | 0 |
| 15.3b. Projected vacancies due to new core faculty positions, if any: | 0 |
| | 15.3c. Is the position of Program Director projected to be vacant at the end of the current academic year? |
| 15.3c. Projected Vacancy - Program Admin | No |
| | 15.3d. Is the position of ACCE/DCE projected to be vacant at the end of the current academic year? |
| 15.3d. Projected Vacancy - ACCE/DCE | No |
| 15.4a. What is the core faculty to student ratio? | 4.00 |
| 15.4b. Average faculty to student ratio during laboratory experiences? | 4.00 |

## Associated Faculty and Grants

Exhibit 1.13

| | |
|---|---|
| | 15.5. Indicate the number for 15.5a. through 15.5c. |
| 15.5a. Associated/Adjunct faculty who teach at least half the contact hours of a course: | 1 |
| 15.5b. FTEs represented by the previous number of associated/adjunct faculty: | 0.50 |
| 15.5c. Other associated/adjunct faculty who teach in the program: | 4 |
| | 15.5d. The program director attests that all associated faculty teaching clinical PT content hold an active, unrestricted PT license in any United States jurisdiction and the state where the program is located, if required by that state's jurisdiction. |
| 15.5d. Program Director attests associate faculty adhere to PT Practice Act for licensure | Yes |
| | 15.6. Provide information on the program's participation in any federally funded programs? |
| 15.6a. Does your program currently receive Health Career Opportunities Grants? | No |
| 15.6b. Does your program currently receive Long-term Rehabilitation Training Grants? | No |
| 15.6c. Does your program currently receive SDS funds from t0he Health Resources and Services Admin? | No |
| 15.6d. Does your program currently receive IDEIA Grants? | No |
| 15.6e. Does your program receive REAP grant funding? | No |
| | 15.6f. Name any other federally funded grant program in which your program receives funding and eligibility requires CAPTE accreditation.<br>If none, write N/A. |
| 15.6f. Other Federally Funded Grant Programs | Perkins Grant |
| | Question: 15.6g. and 15.6h. |

Exhibit 1.13

| | |
|---|---|
| 15.6g. Did your program apply for SDS funds for the current cycle? | No |
| 15.6h. Did your program receive SDS fund for the current cycle? | No |
| | 15.6i. Primary reason your program did not apply for SDS funds because three other programs within your intuition received funds: |
| 15.6i. Primary reason your program did not apply for SDS funds? | No |
| | 15.6j Health Career Opportunity Program: |
| 15.6j Did your program apply for Health Career Opportunity Program funds in the current cycle? | No |
| | 15.7. Minority Serving Institution Status – Go to Rutgers Graduate School of Education Center for MSIs (https://cmsi.gse.rutgers.edu/content/msi-directory). Download the list of minority serving institutions. Look under the tab labeled "2022 MSI Eligibility Matrix" in the Excel file or the MSI Type in the PDF to see if your institution is designated as a Minority Serving Institution (MSI). |
| 15.7a. What is the MSI designation of your institution? (Select all that apply.) | PBI |
| 15.7b. Does your institution acknowledge its identity as an MSI? | Yes |
| | 15.7c. Select Not Applicable if the response to 15.9a. was Not Applicable. |
| 15.7c. Does your program acknowledge being housed at an MSI? | Yes |
| | For questions 15.7d. – 15.7h. Indicate student support services available to your students as well as those student support services not available that may benefit your students. This information will help describe the most frequent types of students supports available, those desired, and will be used to identify potential opportunities to develop national resources that can be used by academic programs to support students in their development. |
| | 15.7d. Does your program use a holistic review in admissions processes? (Link: https://www.aamc.org/services/member-capacity-building/holistic-review) |
| 15.7d. Holistic Review in Admissions Processes | No |
| | 15.7e. Indicate which of the following student supports are available to your students. (Select all that apply) |
| 15.7e. Student Support Available | Academic counseling (not including program academic advising), Counseling services, Tutoring |
| | 15.7f. Indicate to which of the following student supports your students have adequate access. (Select all that apply) |

Exhibit 1.13

| | |
|---|---|
| 15.7f. Student Support Adequate Access | Academic counseling (not including program academic advising), Counseling services, Tutoring |
| | 15.7g. List student support services your students frequently access at your institution other than those listed in 15.9h. and 15.9i. If none, write N/A. |
| 15.7g. Student Support Frequently Access | NA |
| | 15.7h. List additional student support services that would be helpful to students in your program. If none, write N/A. |
| 15.7h. Additional Student Support Helpful to Students | NA |
| | 15.7i. Indicate if your program offers any of following student support services specific to racial/ethnic minority PTA students? (Select all that apply) |
| 15.7i. Student Support Services Offered | Not Availabl |

## Faculty List

**Dyett, Jr., James - 2023**

| | | | |
|---|---|---|---|
| First Name | James | Credentials | PTA, LMT, AA, BS, MEd, PhD. |
| Last Name | Dyett, Jr. | Faculty Type | Core |
| Position | Director | Months Appointed Per Academic Year | 10 |
| FTE (for Institution) | 0.00 | Year of Birth | 1965 |
| Highest Earned Clinical (PT/PTA) Degree (include tDPT) | Associates | Discipline of Highest Earned Degree | Education |
| Total Years as Faculty | 31 | Primary Area of Expertise Taught in Program | Electrotherapy/Modalities |
| Enrolled in Degree Program | No | Scholarship Productivity | Actively engaged, but products not disseminated |
| Gender | Male | PT or PTA | PTA |
| FTE (for Program) | 1.11 | Race | Black or African-American |
| Highest Earned Academic Degree (don't include tDPT) | Doctor of Philosophy | Rank | Professor |
| Total Years as Faculty in Program | 31 | Secondary Area of Expertise Taught in Program | Education |
| Certified Clinical Specialist | No | Tenure Status | No Tenure Track |
| Salary (Encrypted) | ***** | | Enter "0" zero if not applicable or if associate faculty member. If core faculty member, enter all 7 fields which must equal to 100% |

Exhibit 1.13

| | | | |
|---|---|---|---|
| Entry Level Program | 65.00 | Clinical Practice (as part of workload) | 0.00 |
| Administrative | 30.00 | Enrolled in Degree Program (as part of workload) | 0.00 |
| Teaching in Other Programs | 0.00 | Committee Work, General Advising, etc. | 5.00 |
| Scholarship | 0.00 | Total Contact Hours Fall | |
| Total Contact Hours Winter | | Total Contact Hours Spring | |
| Total Contact Hours Summer | | | |

**Johnson-Branch, Sonya - 2023**

| | | | |
|---|---|---|---|
| First Name | Sonya | Credentials | PTA, CPT, AAS |
| Last Name | Johnson-Branch | Faculty Type | Adjunct/Associated |
| Position | Other Faculty | Months Appointed Per Academic Year | 10 |
| FTE (for Institution) | 0.00 | Year of Birth | 1967 |
| Highest Earned Clinical (PT/PTA) Degree (include tDPT) | Associates | Discipline of Highest Earned Degree | Physical Therapy |
| Total Years as Faculty | 25 | Primary Area of Expertise Taught in Program | Professional Issues (Communications, Ethics, etc.) |
| Enrolled in Degree Program | No | Scholarship Productivity | Not involved... |
| Gender | Female | PT or PTA | PTA |
| FTE (for Program) | 0.50 | Race | Black or African-American |
| Highest Earned Academic Degree (don't include tDPT) | Not Applicable | Rank | Instructor |
| Total Years as Faculty in Program | 25 | Secondary Area of Expertise Taught in Program | Pediatrics |
| Certified Clinical Specialist | No | Tenure Status | No Tenure Track |
| Salary (Encrypted) | ***** | | Enter "0" zero if not applicable or if associate faculty member. If core faculty member, enter all 7 fields which must equal to 100% |
| Entry Level Program | 100.00 | Clinical Practice (as part of workload) | 0.00 |
| Administrative | 0.00 | Enrolled in Degree Program (as part of | 0.00 |

Exhibit 1.13

| | | | |
|---|---|---|---|
| | | workload) | |
| Teaching in Other Programs | 0.00 | Committee Work, General Advising, etc. | 0.00 |
| Scholarship | 0.00 | Total Contact Hours Fall | |
| Total Contact Hours Winter | | Total Contact Hours Spring | |
| Total Contact Hours Summer | | | |

**Kelch, Ronald - 2023**

| | | | |
|---|---|---|---|
| First Name | Ronald | Credentials | credentialed by Jones Institute for craniosacral therapy |
| Last Name | Kelch | Faculty Type | Adjunct/Associated |
| Position | Other Faculty | Months Appointed Per Academic Year | 2 |
| FTE (for Institution) | 0.00 | Year of Birth | 1970 |
| Highest Earned Clinical (PT/PTA) Degree (include tDPT) | Associates | Discipline of Highest Earned Degree | Other |
| Total Years as Faculty | 16 | Primary Area of Expertise Taught in Program | Clinical Medicine |
| Enrolled in Degree Program | No | Scholarship Productivity | Not involved... |
| Gender | Male | PT or PTA | PTA |
| FTE (for Program) | 0.15 | Race | White (not of Hispanic origin) |
| Highest Earned Academic Degree (don't include tDPT) | Not Applicable | Rank | Assistant Professor |
| Total Years as Faculty in Program | 16 | Secondary Area of Expertise Taught in Program | Neuromuscular |
| Certified Clinical Specialist | Yes | Tenure Status | No Tenure Track |
| Salary (Encrypted) | ***** | | Enter "0" zero if not applicable or if associate faculty member. If core faculty member, enter all 7 fields which must equal to 100% |
| Entry Level Program | 100.00 | Clinical Practice (as part of workload) | 0.00 |
| Administrative | 0.00 | Enrolled in Degree Program (as part of workload) | 0.00 |
| Teaching in Other Programs | 0.00 | Committee Work, General Advising, etc. | 0.00 |

Exhibit 1.13

| | | | |
|---|---|---|---|
| Scholarship | 0.00 | Total Contact Hours Fall | |
| Total Contact Hours Winter | | Total Contact Hours Spring | |
| Total Contact Hours Summer | | | |

**Maher, Jessica - 2023**

| | | | |
|---|---|---|---|
| First Name | Jessica | Credentials | MSPT |
| Last Name | Maher | Faculty Type | Adjunct/Associated |
| Position | Other Faculty | Months Appointed Per Academic Year | 2 |
| FTE (for Institution) | 0.00 | Year of Birth | 1967 |
| Highest Earned Clinical (PT/PTA) Degree (include tDPT) | Masters | Discipline of Highest Earned Degree | Physical Therapy |
| Total Years as Faculty | 16 | Primary Area of Expertise Taught in Program | Pediatrics |
| Enrolled in Degree Program | No | Scholarship Productivity | Not involved... |
| Gender | Female | PT or PTA | PT |
| FTE (for Program) | 0.15 | Race | White (not of Hispanic origin) |
| Highest Earned Academic Degree (don't include tDPT) | Not Applicable | Rank | Assistant Professor |
| Total Years as Faculty in Program | 16 | Secondary Area of Expertise Taught in Program | Integumentary |
| Certified Clinical Specialist | Yes | Tenure Status | No Tenure Track |
| Salary (Encrypted) | ***** | | Enter "0" zero if not applicable or if associate faculty member. If core faculty member, enter all 7 fields which must equal to 100% |
| Entry Level Program | 100.00 | Clinical Practice (as part of workload) | 0.00 |
| Administrative | 0.00 | Enrolled in Degree Program (as part of workload) | 0.00 |
| Teaching in Other Programs | 0.00 | Committee Work, General Advising, etc. | 0.00 |
| Scholarship | 0.00 | Total Contact Hours Fall | |
| Total Contact Hours Winter | | Total Contact Hours Spring | |

Exhibit 1.13

| | | | |
|---|---|---|---|
| Total Contact Hours Summer | | | |

**Ortiz, Jenifer - 2023**

| | | | |
|---|---|---|---|
| First Name | Jenifer | Credentials | Women's Health specialty |
| Last Name | Ortiz | Faculty Type | Adjunct/Associated |
| Position | Other Faculty | Months Appointed Per Academic Year | 2 |
| FTE (for Institution) | 0.00 | Year of Birth | 1967 |
| Highest Earned Clinical (PT/PTA) Degree (include tDPT) | DPT | Discipline of Highest Earned Degree | Physical Therapy |
| Total Years as Faculty | 11 | Primary Area of Expertise Taught in Program | Other |
| Enrolled in Degree Program | No | Scholarship Productivity | Not involved... |
| Gender | Female | PT or PTA | PT |
| FTE (for Program) | 0.15 | Race | White (not of Hispanic origin) |
| Highest Earned Academic Degree (don't include tDPT) | Not Applicable | Rank | Assistant Professor |
| Total Years as Faculty in Program | 11 | Secondary Area of Expertise Taught in Program | Clinical Medicine |
| Certified Clinical Specialist | Yes | Tenure Status | No Tenure Track |
| Salary (Encrypted) | ***** | | Enter "0" zero if not applicable or if associate faculty member. If core faculty member, enter all 7 fields which must equal to 100% |
| Entry Level Program | 100.00 | Clinical Practice (as part of workload) | 0.00 |
| Administrative | 0.00 | Enrolled in Degree Program (as part of workload) | 0.00 |
| Teaching in Other Programs | 0.00 | Committee Work, General Advising, etc. | 0.00 |
| Scholarship | 0.00 | Total Contact Hours Fall | |
| Total Contact Hours Winter | | Total Contact Hours Spring | |
| Total Contact Hours Summer | | | |

**Parson, Debra - 2023**

Exhibit 1.13

| | | | |
|---|---|---|---|
| First Name | Debra | Credentials | PT, BS, DPT |
| Last Name | Parson | Faculty Type | Core |
| Position | Clin Ed Coordinator | Months Appointed Per Academic Year | 10 |
| FTE (for Institution) | 0.00 | Year of Birth | 1969 |
| Highest Earned Clinical (PT/PTA) Degree (include tDPT) | Bachelor's + Transition DPT | Discipline of Highest Earned Degree | Physical Therapy |
| Total Years as Faculty | 14 | Primary Area of Expertise Taught in Program | Clinical Education |
| Enrolled in Degree Program | No | Scholarship Productivity | Not involved... |
| Gender | Female | PT or PTA | PT |
| FTE (for Program) | 1.11 | Race | Black or African-American |
| Highest Earned Academic Degree (don't include tDPT) | Bachelor's | Rank | Associate Professor |
| Total Years as Faculty in Program | 14 | Secondary Area of Expertise Taught in Program | Neuroscience |
| Certified Clinical Specialist | No | Tenure Status | No Tenure Track |
| Salary (Encrypted) | ***** | | Enter "0" zero if not applicable or if associate faculty member. If core faculty member, enter all 7 fields which must equal to 100% |
| Entry Level Program | 65.00 | Clinical Practice (as part of workload) | 0.00 |
| Administrative | 0.00 | Enrolled in Degree Program (as part of workload) | 0.00 |
| Teaching in Other Programs | 0.00 | Committee Work, General Advising, etc. | 5.00 |
| Scholarship | 0.00 | Total Contact Hours Fall | |
| Total Contact Hours Winter | | Total Contact Hours Spring | |
| Total Contact Hours Summer | | | |

**Sharon, Selko - 2023**

| | | | |
|---|---|---|---|
| First Name | Selko | Credentials | Pediatric NDT |
| Last Name | Sharon | Faculty Type | Adjunct/Associated |

Exhibit 1.13

| | | | |
|---|---|---|---|
| Position | Other Faculty | Months Appointed Per Academic Year | 2 |
| FTE (for Institution) | 0.00 | Year of Birth | 1975 |
| Highest Earned Clinical (PT/PTA) Degree (include tDPT) | Bachelors | Discipline of Highest Earned Degree | Physical Therapy |
| Total Years as Faculty | 7 | Primary Area of Expertise Taught in Program | Pediatrics |
| Enrolled in Degree Program | No | Scholarship Productivity | Not involved... |
| Gender | Female | PT or PTA | PT |
| FTE (for Program) | 0.15 | Race | White (not of Hispanic origin) |
| Highest Earned Academic Degree (don't include tDPT) | Not Applicable | Rank | Lecturer |
| Total Years as Faculty in Program | 7 | Secondary Area of Expertise Taught in Program | Neuromuscular |
| Certified Clinical Specialist | Yes | Tenure Status | No Tenure Track |
| Salary (Encrypted) | ***** | | Enter "0" zero if not applicable or if associate faculty member. If core faculty member, enter all 7 fields which must equal to 100% |
| Entry Level Program | 100.00 | Clinical Practice (as part of workload) | 0.00 |
| Administrative | 0.00 | Enrolled in Degree Program (as part of workload) | 0.00 |
| Teaching in Other Programs | 0.00 | Committee Work, General Advising, etc. | 0.00 |
| Scholarship | 0.00 | Total Contact Hours Fall | |
| Total Contact Hours Winter | | Total Contact Hours Spring | |
| Total Contact Hours Summer | | | |

**Treherne-Grymes , Meghan - 2023**

| | | | |
|---|---|---|---|
| First Name | Meghan | Credentials | PTA, AAS, BFA |
| Last Name | Treherne-Grymes | Faculty Type | Adjunct/Associated |
| Position | Other Faculty | Months Appointed Per Academic Year | 10 |
| FTE (for Institution) | 0.00 | Year of Birth | 1985 |

Exhibit 1.13

| | | | |
|---|---|---|---|
| Highest Earned Clinical (PT/PTA) Degree (include tDPT) | Associates | Discipline of Highest Earned Degree | Other |
| Total Years as Faculty | 8 | Primary Area of Expertise Taught in Program | Anatomy |
| Enrolled in Degree Program | No | Scholarship Productivity | Not involved... |
| Gender | Female | PT or PTA | PTA |
| FTE (for Program) | 0.50 | Race | White (not of Hispanic origin) |
| Highest Earned Academic Degree (don't include tDPT) | Not Applicable | Rank | Instructor |
| Total Years as Faculty in Program | 8 | Secondary Area of Expertise Taught in Program | Electrotherapy/Modalities |
| Certified Clinical Specialist | No | Tenure Status | No Tenure Track |
| Salary (Encrypted) | ***** | | Enter "0" zero if not applicable or if associate faculty member. If core faculty member, enter all 7 fields which must equal to 100% |
| Entry Level Program | 100.00 | Clinical Practice (as part of workload) | 0.00 |
| Administrative | 0.00 | Enrolled in Degree Program (as part of workload) | 0.00 |
| Teaching in Other Programs | 0.00 | Committee Work, General Advising, etc. | 0.00 |
| Scholarship | 0.00 | Total Contact Hours Fall | |
| Total Contact Hours Winter | | Total Contact Hours Spring | |
| Total Contact Hours Summer | | | |

**Verovsky, Benjamin - 2023**

| | | | |
|---|---|---|---|
| First Name | Benjamin | Credentials | Certified Orthopedic Manual Therapy COMT - Certified Manual Trigger Point Therapist/Dry Needling |
| Last Name | Verovsky | Faculty Type | Adjunct/Associated |
| Position | Other Faculty | Months Appointed Per Academic Year | 10 |
| FTE (for Institution) | 0.00 | Year of Birth | 1990 |
| Highest Earned Clinical (PT/PTA) Degree (include | DPT | Discipline of Highest Earned Degree | Physical Therapy |

Exhibit 1.13

| | | | |
|---|---|---|---|
| tDPT) | | | |
| Total Years as Faculty | 3 | Primary Area of Expertise Taught in Program | Musculoskeletal |
| Enrolled in Degree Program | No | Scholarship Productivity | Not involved... |
| Gender | Male | PT or PTA | PT |
| FTE (for Program) | 0.50 | Race | White (not of Hispanic origin) |
| Highest Earned Academic Degree (don't include tDPT) | Bachelor's | Rank | Assistant Professor |
| Total Years as Faculty in Program | 3 | Secondary Area of Expertise Taught in Program | Therapeutic Exercise |
| Certified Clinical Specialist | Yes | Tenure Status | No Tenure Track |
| Salary (Encrypted) | ***** | | Enter "0" zero if not applicable or if associate faculty member. If core faculty member, enter all 7 fields which must equal to 100% |
| Entry Level Program | 100.00 | Clinical Practice (as part of workload) | 0.00 |
| Administrative | 0.00 | Enrolled in Degree Program (as part of workload) | 0.00 |
| Teaching in Other Programs | 0.00 | Committee Work, General Advising, etc. | 0.00 |
| Scholarship | 0.00 | Total Contact Hours Fall | |
| Total Contact Hours Winter | | Total Contact Hours Spring | |
| Total Contact Hours Summer | | | |

## Compliance Questions

| | |
|---|---|
| Are you a Candidacy Program? | No - skip question CC1-CC18 and select Submit and Validate |
| | Describe any DEVIATION from what was reported in your Application for Candidacy OR what was reported in last year's Candidacy Program Annual Accreditation Report. |
| | CC1. In the program's assessment processes? If YES, describe below. If NO, write N/A. |
| CC1. | |
| | CC2. In the number of core faculty planned for the first year of the program or for subsequent years? If YES, describe below. If NO, write N/A. |
| CC2. | |

Exhibit 1.13

| | |
|---|---|
| | CC3. In the number of staff planned for the first year of the program or for subsequent years? If YES, describe below. If NO, write N/A. |
| CC3. | |
| | CC4. In the program director? If YES, describe below. If NO, write N/A. |
| CC4. | |
| | CC5. In the ACCE/DCE? If YES, describe below. If NO, write N/A. |
| CC5. | |
| | CC6. In the program budgeted salary expenses (excluding benefits)? If YES, describe below. If NO, write N/A. |
| CC6. | |
| | CC7. In the program budgeted operating expenses (excluding salary and benefits)? If YES, describe below. If NO, write N/A. |
| CC7. | |
| | CC8. In institutional or program policies that affect students? If YES, describe below. If NO, write N/A. |
| CC8. | |
| | CC9. In institutional or program policies that affect faculty and staff? If YES, describe below. If NO, write N/A. |
| CC9. | |
| | CC10. In the number of students admitted into a cohort? If YES, describe below. If NO, write N/A. |
| CC10. | |
| | CC11. In the number of times per year that a cohort is admitted? If YES, describe below. If NO, write N/A. |
| CC11. | |
| | CC12. In the admission criteria or procedures? If YES, describe below. If NO, write N/A. |
| CC12. | |
| | CC13. In the curriculum? If YES, describe below. If NO, write N/A. |
| CC13. | |
| | CC14. In the clinical education component of the program? NOTE: This includes, but is not limited to, sequencing of clinical education experiences; expectations of students during clinical education experiences; variety and number of clinical sites available to the program; timelines for continued development of the clinical education component. If YES, describe below. If NO, write N/A. |
| CC14. | |
| | CC15. In student services? If YES, describe below. If NO, write N/A. |
| CC15. | |
| | CC16. In the library or learning resources available to students? If YES, describe below. If NO, write N/A. |
| CC16. | |
| | CC17. In the allocation or quality of space available to the program? If YES, describe below. If NO, write N/A. |

Exhibit 1.13

| | |
|---|---|
| CC17. | |
| | CC18. In the equipment available to the program (both didactic and office)? If YES, describe below. If NO, write N/A. |
| CC18. | |

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EXHIBIT
1.14

COMMISSION ON ACCREDITATION
FOR RESPIRATORY CARE

August 22, 2024

Tiloy Gilyard, MA, RRT, Program Director
Respiratory Care Program
Baltimore City Community College
2901 Liberty Heights Ave
Baltimore, MD 21215

RE: Program Number 200137

Dear Mr. Gilyard:

Thank you for submitting your 2024 Annual Report of Current Status and Resource Assessment Matrix. The Commission on Accreditation for Respiratory Care (CoARC) reviews this information to determine ongoing compliance with accreditation Standards and CoARC Accreditation Policies and Procedures. Based on the outcomes you reported, your program has met or exceeded all currently set "thresholds" for success on each of the required outcome measures.

This is an accomplishment of which you, your staff, and institution should be proud. No further action is required on your part. Please continue your current program "Resource Assessment" and "Outcomes Assessment" activities in preparation for your next Annual Report **due July 1, 2025**.

Should you have specific questions or concerns involving the annual reporting process and/or the Commission's feedback on your Annual Report of Current Status, please do not hesitate to contact the CoARC Executive Office.

The Commission commends you and your colleagues for your commitment to continuous quality improvement in education, as demonstrated by your participation in programmatic accreditation.

Sincerely,



Thomas R. Smalling, PhD, RRT, RRT-SDS, RPFT, RPSGT, FAARC
Chief Executive Officer

cc: Ghazanfar Mahmood, PhD, Dean
Debra McCurdy, PhD, President

264 Precision Blvd ● Telford ● TN ● 37690
www.coarc.com (817) 283-2835 Office (817) 354-8519 Fax

Baltimore City Community College

# Business and Technology Department
# Introduction to Business, BUA100.1177

Course Syllabus, Fall 2024 – 16 Weeks Session [8/21-12/14]
Class Days and Meeting Times: Tuesday & Thursday, 11:00 – 12:15
Class Location: Liberty Campus, MNB306

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## Instructor Information

**Instructor:** Professor Daniel Izume
**Email:** dizume@bccc.edu (Preferred Contact)
**Office Phone:** 410.462.8029
**Office Location:** Liberty Campus, MNB 323-D
**Office Hours:** Tue & Thu 9:00-9:30 & 2:30-3:00 | Tue 3-4 | Wed 10-12 | Click Here to book an appointment |

**Communication Expectations**
Please contact me directly via Canvas messaging or email. When using email, ensure you use your BCCC email account for official college communications. Include the course number (BUA100) in the subject line. I will strive to respond to your messages within 48 business hours or sooner. Any phone contact with me should be professional. Leave a clear, concise, and detailed message with your contact information and class details.

**Student Canvas Orientation**

This video tutorial (Click Here) from BCCC covers how to find and log into MyBCCC and Canvas, navigate Canvas, locate your syllabus, find and submit assignments, participate in discussions, and take quizzes. It provides step-by-step instructions for accessing your student account, logging into Canvas, navigating course materials, and utilizing key features for managing coursework effectively. It also provides contact information for e-learning support staff.

## Course Expectations (back to top)

This course will use Canvas as the learning management system. Students must complete the Student Orientation module within the course in the first week. Technical problems should be resolved with the eLearning office by the end of the first week, and no excuses for being unprepared will be accepted. Plan to dedicate 6-9 hours per week to the course outside of class. Embrace the joy of learning!

## Course Description & Prerequisites (back to top)

**Prerequisite: REN92**

**Description**

The purposes and functions of the main business disciplines are reviewed. Use of lectures, case studies, and/or computerized learning guides aid the student in developing an awareness of the relationships among business functions. The content aids in choosing a vocation, helps business majors select a field of concentration and gives students a familiarity with business practices and terms.

## Course Learning Outcomes (back to top)

An "outcome" is defined as something students take with them beyond this course. Upon completion of this course you will be able to:

1. Define basic business terminology
2. Describe the influence of various environments impacting all businesses
3. Compare the advantages and disadvantages of the major forms of business ownership
4. Explain management's role in business organizations
5. Explain the marketing function
6. Describe the financial management function
7. Employ information literacy skills while completing business research (Core Competency)
8. Prepare effective business communication documents and/or presentations (Core Competency)

## Course Objectives (back to top)

Objectives are defined as what the course will do and/or what the students will do as part of the course.

1. Understand key concepts and learn the vocabulary in the current world of business.
2. Utilize the Internet for business research for classroom discussions and presentations.
3. Understand the Global nature of business.
4. Assist in the selection in a career in business
5. Explore the fundamental topics in the following areas of business:
    a. Ethics
    b. Economics
    c. E-Commerce
    d. Management
    e. Marketing
    f. Accounting
    g. Finance

## Course Information (back to top)

### Course Materials

This course primarily uses freely accessible Open Educational Resources (OER), such as digital articles, lectures, and videos provided by OpenStax. These materials are accessible to all learners via the course module's navigation menu and are licensed under Creative Commons Attribution License v4.0.

"Download the text for free at https://openstax.org/details/books/introduction-business."

### Supplemental Readings

Harvard Business Review, The New York Times Business section, , Forbes Business, The Wall Street Journal (Marketplace section), and selected newspapers, magazine, and internet articles.

### Minimum Technology Requirements

This course features a new collection of digital materials created with open educational resources (OER). You have free access to all readings, videos, quizzes, and activities in our Canvas course, designed to help reinforce your learning.

To participate smoothly in this Canvas course, it is crucial to have a stable internet connection and a properly configured computer. Below are the key technical requirements and considerations:

- **Computer or Laptop:** A reliable device with an up-to-date operating system (Windows, or macOS).
- **Internet Connection:** Stable and high-speed internet access for accessing course materials, participating in discussions, and submitting assignments.
- **Web Browser:** Updated versions of Google Chrome, Mozilla Firefox, Safari, or Microsoft Edge for optimal Canvas performance. Chrome and Firefox are particularly recommended for optimal experience.
- **Productivity Software:** Word processing software (e.g., Microsoft Word, Google Docs), presentation software (e.g., Microsoft PowerPoint, Google Slides), and a PDF viewer (e.g., Adobe Acrobat Reader) for viewing documents.
- **Multimedia Capabilities:** Speakers or headphones for listening to lectures and videos, and a microphone and webcam for participating in virtual discussions or meetings.
- **Canvas App:** While optional, it is strongly recommended to download the Canvas mobile app for convenient access to course materials and notifications on mobile devices. (Android or Apple devices)
- **Email Account**: An active college email account for communication with instructors and peers.
- **Gmail:** Your student email account is a Gmail account, providing access to Google Docs, Sheets, and Slides as alternatives to Microsoft Office. It includes Google Drive for cloud storage of files.
- **Security Software:** Updated antivirus and anti-malware software to safeguard your device and personal information.
- **Accessibility:** Refer to the Canvas accessibility standards for supported screen readers, browsers, and additional features.

Adherence to these minimum technical requirements ensures students can effectively engage with course content, submit assignments, and participate in discussions within the Canvas environment.

**Request A Laptop:** Currently, enrolled credit students who need a laptop to complete their course work, may complete the Laptop Request Form. Once complete, the Office of Student Affairs will contact you by email to discuss next steps. Be sure to include your Full name, Campus email address, Phone number, and Reason(s) for needing a laptop.

## Course Requirements (back to top)

Students will engage in various assignments including discussion questions, mastering quizzes, section tests, writing assignments, a research project, and a comprehensive final exam. For detailed assignment information, please refer to the course outline and weekly schedule on the following page.

### Avoid Pushing Your Luck

If you wait until the last minute to complete your work, you are taking a risk. Things happen that are beyond your control, such as a hurricane, your computer crashes, your dog decides to bite you, or you encounter a family emergency. Even if you are able to submit your work on time, there is a chance that it will not be processed by the server in time. This could result in a poor score or, in the case of quizzes, a zero. Procrastinators walk a dangerous line. **(Remember we operate by my clock, not yours).** The schedule is made available well in advance, allowing you ample time to prepare. Bear in mind, this is a business course designed to prepare you for the professional world, where time management plays a vital role. Consider this as a friendly and subtle reminder!

### Course Success Guidelines

To foster an optimal environment for both your success and that of your peers, this course is governed by three fundamental rules. The greater the challenge these rules present, the greater the benefits you'll derive from adhering to them. By committing to follow these rules, you're not only ensuring success in this course but also in your broader life endeavors.

These rules are pillars of support for achieving any goal you pursue:

1. **Attend Every Class:** I commit to attending every scheduled class session in its entirety to bolster my success.
2. **Submit Quality Work on Time:** I commit to delivering my utmost effort in completing all assignments and submitting them punctually to support my success.
3. **Active Engagement:** I commit to maintaining focus and active participation in every class, offering my best comments, questions, and answers when appropriate to enhance my success.

## Course Calendar (back to top)

**Course Outline and Schedule**

The instructor may adjust this schedule and syllabus as needed throughout the semester to better align with course objectives.

| Course Week | Modules | Chapter(*s*) Covered | Assignments (Due dates will be posted to Canvas) |
|---|---|---|---|
| Week 1<br>8/21 – 8/25 | Read all information under "Getting Started: Orientation" & "Chapter 1" in your Canvas | • Course Requirements and Expectations, Syllabus Review<br>• Chapter 1: Understanding Economic Systems & Business | • Complete Orientation Tasks - Syllabus Quiz, Post your Introduction & Uploading a File Assignment.<br>• Complete Chapter 1 Mastery Quiz |
| Week 2<br>8/26 – 9/1 | Read all information under "Chapter 2" in your Canvas | • Chapter 2: Making Ethical Decisions & Managing a Socially Responsible Business | • Complete Chapter 2 Mastery Quiz<br>• Complete CHP 2 Discussion Question + 2 Detailed Posts |
| Week 3<br>9/2 – 9/8 | Read all information under "Chapter 3" in your Canvas | • Chapter 3: Competing in the Global Marketplace | • Complete Chapter 3 Mastery Quiz<br>• Complete CHP 3 Discussion Question + 2 Detailed Posts |
| Week 4<br>9/9 – 9/15 | Read all information under "Chapter 4" in your Canvas | • Chapter 4: Forms of Business Ownership | • Complete Chapter 4 Mastery Quiz<br>• **Test 1 (Chapters 1-4)** |
| Week 5<br>9/16 – 9/22 | Read all information under "Chapter 5" in your Canvas | • Chapter 5: Entrepreneurship | • Complete Chapter 5 Mastery Quiz<br>• |
| Week 6<br>9/23 – 9/29 | Read all information under "Chapter 6" in your Canvas | • Chapter 6: Management & Leadership | • Complete Chapter 6 Mastery Quiz<br>• Complete CHP 6 Discussion Question + 2 Detailed Posts |
| Week 7<br>9/30 – 10/6 | Read all information under "Chapter 7" in your Canvas | • Chapter 7: Organizational Structures | • Complete Chapter 7 Mastery Quiz<br>• **Begin your Research Paper** |
| Week 8<br>10/7 – 10/13 | Read all information under "Chapter 8" in your Canvas | • Chapter 8: Human Resources & Labor Relations | • Complete Chapter 8 Mastery Quiz<br>• **Test 2 (Chapters 5-8)** |
| Week 9<br>10/14 - 10/20 | Read all information under "Chapters 9" in your Canvas | • Chapter 9: Motivating Employees | • Complete Chapter 9 Mastery Quiz<br>• **Submit Your Research Project** |
| Week 10<br>10/21 - 10/27 | Read all information under "Chapter 10" in your Canvas | • Chapter 10: Operations Management | • Complete Chapter 10 Mastery Quiz<br>• Complete CHP 10 Discussion Question + 2 Detailed Posts |
| Week 11<br>10/28 - 11/3 | Read all information under "Chapter 11" in your Canvas | • Chapter 11: Products & Pricing Strategies to Meet Customers' Needs | • Complete Chapter 11 Mastery Quiz |
| Week 12<br>11/4 - 11/10 | Read all information under "Chapter 12" in your Canvas | • Chapter 12: Distributing and Promoting Products and Services | • Complete Chapter 12 Mastery Quiz<br>• **Test 3 (Chapters 9-12)** |

| Course Week | Modules | Chapter(*s*) Covered | Assignments (Due dates will be posted to Canvas) |
|---|---|---|---|
| Week 13<br>11/11 - 11/17 | Read all information under "Chapter 14" in your Canvas | • Chapter 14: Financial Information & Accounting | • Complete Chapter 14 Mastery Quiz<br>• Complete CHP 14 Discussion Question + 2 Detailed Posts |
| Week 14<br>11/18 – 11/24 | Read all information under "Chapter 15" in your Canvas | • Chapter 15: Money and Financial Institutions | • Complete Chapter 15 Mastery Quiz |
| **Thanksgiving Holiday (College Closed, No Classes) November 28 – 30** | | | |
| Week 15<br>11/25 – 12/1 | Read all information under "Chapter 16" in your Canvas | • Chapter 16: Financial Management and Securities Markets | • Complete Chapter 16 Mastery Quiz |
| Week 16<br>12/2 – 12/8 | Research Project<br>Modules 1-12 & 14-16 | • Presentation: Research Project<br>• Review for the final exam | • Oral Presentation of Research Project<br>• Final Exam Review (Chapters 1-12 & 14-16) |
| **Final Exam Week** | | • Comprehensive Exam: Covering all 15 Chapters | **Final Exam: December 9-10** |

**Important Dates:**

- Class Start Date: Wednesday, August 21
- Add/Drop Period (withdraw with no grade on transcript): August 21 – 28
- Labor Day (College Closed, No classes): September 2
- Midterm Exams: October 7 – 9
- Election Day (College Closed, No classes): November 5
- Last Day to Withdraw (receives grade of "W" on transcript) November 24
- Thanksgiving Holiday (College Closed, No classes): November 28 - 30
- Final Exams: December 9 – 14
- Posting of Grades Due Date: December 19
- Winter Break: December 16, 2024 – January 12, 2025

## Course Grading Policy (back to top)

This section outlines how percentage points will be assigned for work completed during the course, detailing how grades will be calculated. No single evaluative measure can constitute more than 25 percent of the final grade. The points possible for each assignment are provided alongside their descriptions. Additionally, please note that your instructor will grade all assignments within 7 days (or earlier) of the due date.

**Methods of Evaluation**
**In this course, all assignments have been assigned a weighted percentage value.**

| Course Requirements | Number of Items | Weighted (%) |
|---|---|---|
| Orientation (Mandatory Assignments) | 3 | 2% |
| Discussion Board / Written Assignment | 5 | 10% |
| Mastery Quizzes (15 Chapters) | 15 | 15% |
| 3 Section Tests | 3 | 40% |
| Writing/Research Project | 1 | 10% |
| Research Project: Oral Presentation | 1 | 8% |
| Final Comprehensive Exam | 1 | 15% |
| **Semester Total Points** | **29** | **100%** |

**Your grade will be based on the following percentage scale:**

| Letter | Description | Range (%) |
|---|---|---|
| A | Excellent | 90 to 100 |
| B | Above Average | 80 to 89 |
| C | Average | 70 to 79 |
| D | Below Average, Passing | 60 to 69 |
| F | Not Passing | Below 60 |

**Note:** Please be aware that you can track your progress in this course by accessing the "Grades" section and checking your percentage score. It is important to note that failing to meet assignment deadlines will result in an automatic grade of zero, leading to a reduction in your overall percentage.

### Naming and Submitting Documents

Before you submit a document, name your file according to the format below. Avoid special characters and spaces in file names. Use an underscore _ to separate words.

| *The name of your assignment* | *…should follow the format:* | *Example:* |
|---|---|---|
| Career Choices | LastNameFirstName_Assignment.doc | SmithJane_CareerChoices.doc |

### **Business and Technology Lab** (MNB320)

Please avoid waiting until the last minute to submit your work to avoid issues like Internet or technical problems that could cause unnecessary lateness and point deductions. Computers are available in the college library and Business & Technology Lab (MNB320). Contact 410-462-7417 for lab hours. If you need help with an assignment, contact the instructor promptly—do not wait until after the due date. Note that I will not grant extensions for late submissions caused by internet/computer issues, and assignments should not be emailed. Thank you for your cooperation as responsible students.

**Learning Modules/Weeks**

The course consists of 15 modules (chapters) with readings, embedded links to videos and websites, mastering quizzes, section tests, a research project, a final comprehensive exam, and either a discussion participation or a writing assignment. All work and assessments are completed online through canvas.

**Grading**

Below is the grading breakdown for this course. Rubrics will assess Discussion Question Postings and Writing Assignments. Grading rubrics are attached to each assignment in Canvas, allowing students to self-assess their work before submission and ensure they meet all grading criteria.

**Discussion Board Questions** corresponding to weekly readings will be provided for selected chapters to enhance understanding of course materials. Forum posts should incorporate information from your textbook, lectures, and credible sources. Posts are due by midnight on Wednesdays, with ongoing participation expected each Friday throughout the semester. You are expected to read and respond to at least two of your peers to achieve the highest score possible. I will serve as a facilitator in these discussion forums.

**Mastery Quizzes**

After completing each chapter, you will take a quiz designed to reinforce the covered material. Each quiz consists of 15 multiple-choice or true/false questions randomly selected from a pool of 40 questions, totaling 30 points. You can attempt the quiz up to three times to earn the highest score. Quizzes must be completed within 60 minutes before they expire. They account for 15% of your final grade.

**Writing/Research Project**

This assignment requires you to complete a research project on a key course topic, demonstrating your understanding and application of course concepts. Your written work should be clear, logical, grammatically correct, spell-checked, and persuasive, supported by references and citations. It should reflect your best effort, formatted in double-spaced APA style for citations and references. Additionally, you will present your research topic to the class. The project constitutes 10% of your final grade, and the presentation is worth 8%.

**Section Tests**

The assessment includes three section tests, each with 40 multiple-choice/true or false questions, where each question is worth 2 points, totaling 80 points per test. The scores from these tests cannot be influenced or compensated for by additional work and contribute 40% to the final grade.

**Final Exam**

The final exam consists of 60 multiple-choice/true or false questions covering the entire semester's content. Each question is worth 2 points, totaling 120 points. These questions are carefully selected to align with the course's learning objectives. The final exam constitutes 15% of the overall course grade.

## Academic and College-Wide Policies and Procedures (back to top)

### Academic Integrity Policy

*Common sense warning:* Academic dishonesty is defined as the giving, taking or presenting of information or material by a student or students with the intent of unethically or fraudulently benefiting oneself or other students on any work which is to be considered in the determination of a grade or the completion of academic coursework requirements. In addition, aiding another individual in cheating and plagiarizing is also considered to be a violation of the academic integrity policy. Any incident of cheating or fabrication is unacceptable and subject to penalty. All students are required to exhibit academic honesty in all academic exercises and assignments.

An incident of academic dishonesty occurs when a student commit any of the following acts:

1. **Cheating:** Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The phrase "academic exercise" included all forms of work submitted for credit or hours. This includes the "sharing of Assignment Files.
2. **Fabrication:** Intentionally or unauthorized falsification or invention of any information or citation in an academic exercise. Students who attempt to alter and resubmit their returned academic work without notice to the instructor would be in violation of the Academic Honesty Policy.
3. **Plagiarism:** Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.
4. **Artificial Intelligence (AI):** Artificial intelligence (AI) language models, such as ChatGPT, and online assignment help tools, such as Chegg®, are examples of online learning support platforms; they cannot be used for course assignments **except as explicitly authorized by the instructor.**

   **Use Prohibited**

   Students are not allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course. Each student is expected to complete each assignment without substantive assistance from others, including automated tools.

   Students are prohibited as follows:

   a) Submitting all or any part of an assignment statement to an online learning support platform.
   b) Incorporating any part of an AI generated response in an assignment.
   c) Using AI to brainstorm, formulate arguments, or template ideas for assignments.
   d) Using AI to summarize or contextualize source materials.
   e) Submitting work to an online learning support platform for iteration or improvement

Using AI-generated work for tasks like quizzes, outlining, writing, creating, or editing assignments without instructor consent, unless part of a lesson, violates academic integrity. This is because such programs may offer biased or misleading information and do not support student development. If you have questions or are unsure about a resource violating this guideline, feel free to seek clarification.

**Note:** I take academic integrity seriously and will follow the guidelines in the Student Code of Conduct. Violations may result in consequences such as a zero grade, loss of extra credit, or course material revisions. Repeat offenses could lead to dismissal from the course or the College. When sharing files, both parties involved are held accountable. Collaboration with other students is only permitted if specified. Exercise caution when using the internet and adhere to all rules of academic honesty.

Students who are documented with one incident of file sharing in this class will no longer be eligible to earn the final **grade of "A,"** regardless of points earned. Two incidents will result in the final **grade of "F."** BCCC students are always expected to uphold the highest level of integrity in all actions.

## Turnitin

As a part of an institution-wide effort to ensure the originality of student work, BCCC licenses Turnitin, a commercial text-matching service that analyzes students' submissions against its own archive of student papers, articles, and web sites to report on student originality and identify possible plagiarism. All BCCC faculty members reserve the right to use this or other measures to evaluate your work for originality and proper attribution. For accessibility, and privacy policies for Turnitin, click "accessibility", and "privacy".

## Class Attendance and Participation

College policies require that faculty track attendance on a weekly basis. Attendance will be monitored, and reports turned each week to the Registrar's office.

BCCC expects enrolled students to be on time and attend all class sessions as scheduled. The college believes that attendance/course participation is an integral and vital aspect of the learning progress of all students. Students are most successful academically when they attend/participate in class assignments because it allows them to be engaged and better understand the materials and learning outcomes. Students are responsible for the content presented and assigned even if the class is missed due to late registration, illness, or other factors. Attendance/Course participation is required for all Federal Financial Aid student recipients.

**Students with attendance below 70% will be required to take all quizzes, tests, and the final exam at the BCCC testing center, without exception.**

## Inclement Weather

Closing or delayed openings caused by inclement weather are announced for day, weekend, and off campus classes on WBAL (1090 AM), WBJC (91.5 FM), WBAL (TV11), WMAR (TV2), WJZ (TV13), and WBFF (For TV45) starting at 6 a.m. Announcements for evening classes start by 3 p.m. Messages will also be posted on the College website at www.bccc.edu and on the information line at: 410-462-8300. To receive updates on your phone and e-mail, sign up for e2Campus today. Click here to register for Omnilert alerts.

## Emergency Preparedness

Baltimore City College Community College's goal is to ensure that its students, faculty and staff can ALL learn and work in a safe environment. During an emergency, always follow BCCC recommended emergency procedures and directions. If you see something that you believe may cause harm to students, faculty or staff or disruption to the campus learning environment, call BCCC Public Safety at 410-462-7700, or visit their webpage 👉 Public Safety

## Late Work Policy

Late work is defined as failing to submit an assignment by the specified deadline. Failure to do so will result in a zero grade for the assignment. There will be no make-up assignments, and late work will only be accepted with a serious and documented reason, along with instructor approval. Students are encouraged to complete all work on time. If unable to meet a deadline, it is crucial to contact the instructor before the due date to explain the circumstances.

## Class Withdrawal

Students should discuss any consideration of withdrawal with the instructor prior to completing withdrawal process. Failure to file an ADD/DROP Form will result in F grades and a bill for the courses. **It is the student's responsibility to officially withdraw from a course(s)**. Withdrawing from a course(s) helps to safeguard GPA, permanent grade history, and possible financial aid. Further details are available on the Registrars webpage or visit the Liberty Campus, Main Building, Room 08 or call 410.462.7777.

**Reasonable Accommodations**

Baltimore City Community College is committed to providing students with a documented disability an equal opportunity to pursue a college education. Efforts will be made to meet requests for reasonable accommodations for those eligible under the Americans with Disabilities Act Amendments Act (ADA) of 2008, the Rehabilitation Act of 1973 and Section 504. Students with disabilities are encouraged to contact the Disability Support Services Center (410-462-8585 or DSSC@bccc.edu, or Main Building, Room 260D) to discuss accommodations. Once reasonable accommodations are determined, it is the student's responsibility to present the accommodation form from DSSC to their professors. I rely on DSSC to verify the need for accommodations and to develop accommodation strategies.

**Sexual Misconduct**

Baltimore City Community College is committed to maintaining a working and learning environment in which faculty, staff, and students can develop intellectually, professionally, personally, and socially free from intimidation, fear, coercion, and reprisal. Baltimore City Community College will not tolerate sexual misconduct, which is a form of gender discrimination and is illegal. Sexual misconduct by BCCC faculty, staff, students, volunteers, and contractors is expressly prohibited. Persons who have experienced, witnessed, or have knowledge of sexual misconduct should promptly contact the College's Title IX Coordinator.

**Academic Grievance**

A student who has sufficient evidence that their final course grade has not been determined in accordance with the terms set out in the instructor's syllabus/course outline/course policy may seek resolution through the grievance process. A grade grievance must be filed no later than 30 days after the grade is posted in which the class was taken. For more details, Click Academic Grade Grievance Process.

## Student Rights and Responsibilities (back to top)

Baltimore City Community College (BCCC) is a diverse community of students, faculty and staff. We recognize the importance of a Student Code of Conduct that promotes the growth and development of its members, guides actions, and defines sanctions that will be imposed if rules and regulations are violated. For the benefit of the community at large, the Student Code of Conduct limits certain behaviors and activities. Any student whose conduct violates this Student Code of Conduct (the Code) will be subject to disciplinary action. Students are encouraged to read the Student Code of Conduct for further information on the Conduct Policy, Disruptive Behavior Policy, Student Computer Use Policy and other policies which impact your status as a student at BCCC

All students attending BCCC are expected to conduct themselves in a civil manner. Civility at BCCC is defined as behavior that demonstrates respect for the rights, needs, and feelings of others. The standards of behavior set forth in the Student Code of Conduct allows the College to promote civility within its community.

## Navigating the Course (back to top)

On your left-hand menu, you will find the navigation links for this course. The first link is your course "**Home**" page. This is the first thing you see when you log into this course. Watch this page for important information from your instructor. Also check your **BCCC e-mail** often—your instructor sends extremely important announcements there as well.

In "**Modules**," you will find your weekly assignments. Each module has an overview, reading materials, and assignments. Make sure you complete everything listed on the modules each week. This is how you ensure you have completed all the requirements. In "**Syllabus**," you will find the course syllabus. Wise students will download and print the course syllabus and try to read ahead where possible. I will be using announcements to post weekly announcements. Please make sure you read them.

Your instructor welcomes all of your questions but ask that you please ask them **in class or in the Q&A Discussion Forum,** so all students can benefit from the answers. Besides your instructor, you also have other resources for help. The Center for Academic Achievement (CAA) is offering free tutoring, and the Librarians are ready and waiting to help you find reputable research sources for your research paper and PowerPoint assignment (if applicable). Links to online support services are available via the "Student Resources" link on your (left) course menu.

## Student Support Services (back to top)

### E-Learning/Help Desk

Are you experiencing issues with **Canvas** or class software? Contact E-Learning at online@bccc.edu or 410-462-8016. Need help signing into **Panther Portal** or the myBCCC **login page**? Contact ITS Helpdesk on the web, via phone 410-462-7411 or via email helpdesk@bccc.edu.

### Tutoring Services

Need help with your courses? Do you want to be a better student? Come to the Center for Academic Achievement located at MNB 121J, call 410-462-7601, or read through the Academic Achievement Website. The Center for Academic Achievement (CAA) offers free academic support to all Baltimore City Community College students.

### BUA100 Tutoring Service

When you enrolled in BUA 100, you are automatically enrolled in "BUA 100 Tutoring", which appears as a course in Canvas. Please go into the tutoring course, and use the discussion thread to post your questions, and you could also message the "Tutor" via canvas.

Tutoring hours are posted in the BUA100 Canvas Tutoring "course" home page. Contact your instructor if you have any question.

### Library Services

The BCCC Library is the center for information resources at the College. Students can borrow materials using the BCCC ID card and will need this card to access most databases through the library section of BCCC Canvas website. The library also offers free training to registered students on navigating Canvas, Word Basics, Word for MLA and APA Papers, and PowerPoint Basics. Visit the library home page and click on "Training" to access the Fall 2024 library training schedule.

### Counselling Services

Student Support and Wellness Services (SSWS) at Baltimore City Community College provides free and confidential counseling to currently enrolled BCCC students who may want extra support with personal concerns affecting their academic success and general happiness. Please visit the SSWS page for more details.

For a complete list of the college telephone directory Click here. For a complete guide on student resources, click here

## Disruptive Classroom Behavior – BCCC Code of Conduct

### Examples of Disruptive Behavior

The Code seeks to foster and promote a sense of respect and consideration of others. BCCC is committed to ensuring a safe, learning environment and workplace for its students, faculty, staff, and visitors. Everyone at BCCC is expected to conduct himself/herself in a civil manner. The following types of conduct are prohibited by the Code and may be subject to sanctions under the Code. This list is not intended to be exhaustive or complete and is as follows:

- Eating in class
- Monopolizing classroom discussions

- Failing to respect the rights of other students to express their viewpoints
- Carrying on distracting side conversations
- Constant questions or interruptions which interfere with the instructor's presentation
- Overt inattentiveness (e.g., sleeping, reading the paper, using laptops for non-class-related activities)
- Creating excessive noise with papers, book bags, etc.
- Entering class late or leaving early
- Use of cell phones in the classroom
- Inordinate or inappropriate demands for time and attention
- Poor personal hygiene (e.g., noticeably offensive body odor)
- Use of profanity or pejorative language
- Intoxication
- Verbal abuse (e.g., taunting, badgering, intimidation)
- Harassment (e.g., use of "fighting words," stalking)
- Threats to harm oneself or others
- Physical violence (e.g., shoving, grabbing, assault, use of weapons)

Disruptive behavior (s) can lead to a student (s) been asked to leave the classroom, and the instructor **WILL** contact the **office of** Public Safety, **office for** Judicial Affairs with pertinent information about the student's behavior.

## Netiquette Guide (Excerpts from teach.ufl.edu)

It is important to recognize that specific behaviors are expected when communicating with your peers and instructors. These guidelines for online behavior and interaction are referred to as netiquette.

### General Communication Guidelines

- Respect: Treat instructors and classmates respectfully in all forms of communication.
- Formality: Address professors with appropriate titles: Dr. or Prof., or Mr. or Ms. if unsure.
- Clarity: Use clear and concise language to convey your message effectively.
- Professionalism: Maintain correct spelling and grammar in all college-level communications, including discussion boards.
- Language: Avoid slang (e.g., "wassup?") and texting abbreviations (e.g., "u" instead of "you"); use standard fonts like Arial, Calibri, or Times New Roman in size 11 or 12 pt.
- Avoid Caps Lock: Refrain from using the caps lock feature as it may be interpreted as YELLING.
- Tone: Exercise caution with humor or sarcasm, as tone may be misconstrued in written communication.
- Privacy: Handle personal information carefully, respecting both your own and others' privacy.

### Discussion Board Netiquette and Guidelines

When posting on the Discussion Board in your canvas course, you should:

- Respect: Maintain a respectful tone and language, valuing diverse opinions.
- Contribution: Offer substantive insights supported by evidence, engaging constructively.
- Timeliness: Meet deadlines and participate regularly to sustain discussion flow.
- Relevance: Stay on topic, avoiding irrelevant tangents.
- Integrity: Cite sources properly, refrain from plagiarism, and uphold academic honesty.
- Editing: Prioritize post quality by reviewing and editing before sending.
- Repetition: Add original insights to discussions; avoid duplicating others' posts.
- Response: Provide substantive replies; avoid generic responses like "I agree" without elaboration.
- Remarks: Refrain from personal or insulting comments; such posts will be promptly removed by the instructor.

**Failure to follow the e-mail/Canvas message requirements below will result in NO response.**

Greetings Scholars!

I appreciate receiving messages from students and encourage you to reach out in this manner.

To facilitate prompt and effective responses, please familiarize yourself with the email correspondence requirements for this class. As you are aware, this course aims to enhance your success in both college and life by cultivating new habits and skills essential for academic achievement and professional growth.

Proficient writing is paramount to this endeavor. Acquiring this skill will not only benefit you presently and in the future but also enable me to address your inquiries promptly and comprehensively. None of us wishes to waste unnecessary time exchanging multiple emails.

Therefore, I sincerely thank you for your attention to these requirements and your willingness to make any necessary adjustments.

**E-Mail/Canvas Message Requirements**

All messages MUST adhere to the formatting requirements outlined below. Messages that fail to meet these requirements will NOT receive a response.

**Professional Greeting Required:**

- Hello Professor Izume or Dear Professor Izume.
- Emails that omit a professional greeting or start abruptly with "Hi!" or "hello" will NOT be responded to.

**Email Netiquette**

When emailing your instructor, staff, advisors, or peers, follow these guidelines:

- Use Your BCCC Email: Use your assigned BCCC email address (e.g., Jdoe@student.bccc.edu) for all official communications.
- Subject Line: Include a descriptive and brief subject line.
- Body: Be clear, concise, and use complete sentences. Check spelling, grammar, and punctuation.
- Attachments: Avoid attachments unless recipients can open them; consider sending PDFs.
- Plain Text: Use plain text instead of HTML.
- Avoid All Caps: Do not write in all capitals, as it can seem like shouting.
- Signature: Sign with your name and return email/phone number.
- Consider Recipients: Think before sending to multiple people or using "reply all."
- Forwarding: Ensure the message author intended for the information to be shared before clicking the "forward" button.

Click and watch this 2 minute 31 seconds Video on how to write a professional email.



## Class Conduct and Expectations: Please Read Thoroughly!

1. **Attend** class regularly and punctually to demonstrate your commitment to academic success.
2. **Be Professional**. Dress for Success, your appearance is your FIRST impression! Students are expected to come to class dressed appropriately and exhibit an attitude conducive to learning.
3. **Come prepared** with necessary materials: textbook, syllabus, notebook, and pen, and complete assigned readings.
4. **Engage** in class discussions actively to enhance learning, receive feedback, and interact with peers.
5. **Cell Phone Use.** Silence phones before class starts. Avoid texting, emailing, or web browsing unless instructed otherwise. Electronic devices, including headphones, should not be visible during class. First offense results in a warning; second offense requires leaving the classroom.
6. **Show respect** to your instructor and classmates by listening attentively and refraining from disruptive behavior.
7. **Laptops** are permitted only with instructor permission for class-related activities.
8. **Adhere** to the college's student code of conduct governing behavior and responsibilities
9. **Notify the instructor** before class if an emergency requires leaving early to avoid being marked absent.
10. **Practice academic honesty** by avoiding plagiarism, cheating, and other forms of dishonest behavior.
11. **Tardiness Policy:** Arriving late may result in being marked absent unless you notify the instructor after class. Two tardies may count as one absence; ensure tardiness is noted with the instructor after class.
12. **Recording class sessions**, taking pictures, or videos requires explicit permission from the instructor.
13. **Embrace new ideas** and experiences to foster personal growth and learning during your college journey.
14. **Recording class sessions**, taking pictures, or videos requires explicit permission from the instructor.
15. **Maryland's Wiretap Act** — a state law indicates that it is unlawful to record any private in-person conversation or any telephone or electronic communication unless you are a party to the conversation and have the permission of all the other parties.

    **Note:** ALL parties must consent prior to the use of audio/visual recording devices in meetings and adhere to the requirements based on the State of Maryland 20-11 Communication Recordings.
16. **Have fun!** Enjoy your college experience and make the most of this rewarding opportunity.

Baltimore City Community College

Business and Technology Department
Computers for Business Management, BUA112.1232
Course Syllabus, Fall 2024 – 16 Weeks Session [8/21-12/14]
Class Days and Meeting Times: Tuesday & Thursday, 9:30 – 10:45
Class Location: Liberty Campus, MNB302

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## Instructor Information (back to top)

**Instructor:** Professor Daniel Izume
**Email:** dizume@bccc.edu (Preferred Contact)
**Office Phone:** 410.462.8029
**Office Location:** Liberty Campus, MNB 323-D
**Office Hours:** Tue & Thu 9:00-9:30 & 2:30-3:00 | Tue 3-4 | Wed 10-12 | Click Here to book an appointment |

**Communication Expectations**
Please contact me directly via Canvas messaging or email. When using email, ensure you use your BCCC email account for official college communications. Include the course number (BUA112) in the subject line. I will strive to respond to your messages within 48 business hours or sooner. Any phone contact with me should be professional. Leave a clear, concise, and detailed message with your contact information and class details.

**Student Canvas Orientation**

This video tutorial (Click Here) from BCCC covers how to find and log into MyBCCC and Canvas, navigate Canvas, locate your syllabus, find and submit assignments, participate in discussions, and take quizzes. It provides step-by-step instructions for accessing your student account, logging into Canvas, navigating course materials, and utilizing key features for managing coursework effectively. It also provides contact information for e-learning support staff.

## Course Expectations (back to top)

This course will use Canvas as the learning management system. Students must complete the Student Orientation module within the course in the first week. Technical problems should be resolved with the eLearning office by the end of the first week, and no excuses for being unprepared will be accepted. Plan to dedicate 6-9 hours per week to the course outside of class. Embrace the joy of learning!

## Course Description & Prerequisites (back to top)

**Prerequisite: REN92**

Passing this course with a "C" or better fulfills the College's Computer Literacy Requirement.

**Description**

An introduction to the use of desktop, stand-alone computers and computer terminals for nonprofessional users is provided. The theory of operation and the history of computers are studied to the degree needed to understand operational procedures encountered in the workplace. Emphasis is placed on the use of applications programs rather than the writing of new programs. Both user-friendly, menu-driven programs and the more elaborate spreadsheet, Power Point, database, and word processing programs are actually operated by the student. This course is designed to make the average citizen computer literate.

## Course Learning Outcomes (back to top)

An "outcome" is defined as something students take with them beyond this course. Upon completion of this course students will be able to:

- Summarize material related to business personal computers into a written paper, formatting the paper in MLA format demonstrating use of specific formatting skills presented in the course.
- Prepare and give a brief presentation to the class demonstrating knowledge of the self-selected topic and use of presentation software.
- Following the detailed "Mastering" Project Assignment instructions, students will be able to:
  - Use a word processing program to create a document with extensive formatting and clipart.
  - Use presentation software to create a presentation with bulleted lists, clipart, decorative backgrounds, and transitions.
  - Create a spreadsheet implementing a variety of formulas and functions, with appropriate formatting, and create charts to visually represent the data.
  - Use database software to create a database with multiple tables, consisting of multiple fields and field types. They will able be able to query the database and create formal reports.

## Course Objectives (back to top)

Objectives are defined as what the course will do and/or what the students will do as part of the course.

- Students will be able to assume responsibility for their own ongoing learning process.
- Students will learn how to access and use personal computer resources effectively.
- Students will acquire a breadth of computer information and,
- Develop specific skills within the programs covered in the course.

## Course Information (back to top)

### Text and Materials

The text for this course is a special bundle prepared for us by the publisher – McGraw-Hill Publishers. Obtain current textbook information by visiting the bookstore. You will need to know the course number – BUA112. Please make sure you purchase the "Package Access Card" for the SIMnet platform. Books from previous semesters will not meet the requirements of this course. Textbooks are free for BCCC eligible students this term. Click here for details.

**Access Card (includes all eBooks)**

| |
|---|
| SIMnet With Microsoft Office 2021/365: A Skill Approach by Manning & Computing Essentials 2023.<br><br>Publisher: McGraw Hill, ISBN: 9781266408274 |

### Supplies

1. **Required:** Students must use a personal storage device that can be reviewed by the instructor, preferably USB flash drives. Cloud-based options like Google Drive, iCloud, and OneDrive are also acceptable. Cell phones should not be used for storage in this course.

2. **Software:** Students may obtain a free Online Subscription of Office 365 Education using this link: Click Here. Students must be registered and have a valid BCCC email address. If you need more information, please contact the Helpdesk at 410-462-7411 or email at Helpdesk@bccc.edu. Some features will be slightly different from our text. It is on most, but not all, computers at the College. Please contact your instructor with any software questions.

### Technical Requirements

- Since SIMnet is 100% online there are very few actual requirements to run SIMnet successfully. Be sure to run the Systems Requirements Test to ensure optimum performance. The most up-to-date requirements can always be found at ☞ System Requirements Check
- In addition to a stable Internet connection, you will require Microsoft Office 2021/365 and the appropriate browser version (Firefox is recommended) for this class. Essentially, access to a computer capable of video playback, document writing, and presentation creation, along with headphones or speakers, is required.
- You will need a computer running Windows 10 and Office 2021 or newer for this class. Note that Chromebooks do not fulfill the requirements and are restricted in their use with SIMnet, rendering them incompatible with this course. Most SIMnet Project assignments cannot be accessed on Chromebooks. Given that you'll be working on SIMnet projects, it's advisable to use a Windows 10 PC/laptop or a Mac to complete the assignments.
- To successfully complete SIMnet Projects in this course, you must have Microsoft Office 2021/365 installed on your computer. Most SIMnet projects are incompatible with Microsoft Office Online. Consequently, the course requires the installation of the desktop version on your device. Review ☞ Your Office Version to determine if your version is correct.
- Technical difficulties do occur during a semester. Always plan on completing the assignments well before the due dates, to prevent problems from last minute technical glitches.

**Request A Laptop:** Currently, enrolled credit students who need a laptop to complete their course work, may complete the Laptop Request Form. Once complete, the Office of Student Affairs will contact you by email to discuss next steps. Be sure to include your Full name, Campus email address, Phone number, and Reason(s) for needing a laptop.

## Course Requirements (back to top)

**The Course Grade is based on POINTS**

1. **Academic Integrity Essay – 25 points**

   The aim of this assignment is for each student to reflect on their personal commitment to the college's rules of Academic Integrity. Students must write an essay in MLA style on Academic Integrity following the instructions provided in Canvas.

2. **Lessons (Computer Concepts) – total of 90 points (10 points per lesson)**

   The lessons combine instructional content with interactive elements like multiple-choice questions and simulated exercises, covering nine computer concept topics. After reviewing each topic, you'll reinforce your understanding through practical exercises. Just click on the "Let Me Try" tab for each topic. Remember, these Let Me Try exercises are graded assignments!

3. **SIMbook Assignments – total of 335 points**

   **LET ME TRY -** Students are required to complete HANDS-ON simulated assignments that are graded for 5 chapters of Word, 5 chapters of Excel, 4 chapters of PowerPoint, and 2 chapters of Access. When you access the lessons, you will have an opportunity to complete in SIMnet "Show Me," "Guide Me," and "Let Me Try."

   The "Show Me" is a video that shows you how to perform a particular feature. "Guide Me" will tell you how to do a walk you through step by step and the "Let Me Try" is where it tells you what to do and then you have to do it. You are strongly encouraged to use all instructional materials, so you have a firm grasp of the concepts being taught. For this course, grading will be on the "Let Me Try" interactive activities.

   **Capstone Level 3 Projects – total of 188 points**

   These CAPSTONE graded assignments for Word, Excel, and PowerPoint, along with a Guided Project for Access, serve as comprehensive reviews and assessments of the skills you've acquired across all the concepts chapters. They demonstrate your mastery of the concepts covered throughout the chapters you've completed. Each assignment allows for a total of 3 attempts, automatically recording the highest grade achieved. Your capacity to comprehend and follow directions meticulously is crucial for successfully completing the Capstone and Guided projects. Make sure you have the desktop edition of Microsoft Office 2021/365 for this.

   Students who attain a minimum of 90% on the capstone projects will receive a digital certificate, which they can display on social media platforms like LinkedIn and include on their resumes.

4. **Final Exam – total of 65 points**

   The Final Exam comprises four parts with a total of 65 questions, including multiple-choice, true or false, and simulated questions on Word, Excel, PowerPoint, and Access. Exams are conducted during the college's final exam week.

### Avoid Pushing Your Luck

If you wait until the last minute to complete your work, you are taking a risk. Things happen that are beyond your control, such as a hurricane, your computer crashes, your dog decides to bite you, or you encounter a family emergency. Even if you are able to submit your work on time, there is a chance that it will not be processed by the server in time. This could result in a poor score or, in the case of quizzes, a zero. Procrastinators walk a dangerous line. **(Remember we operate by my clock, not yours).** The schedule is made available well in advance, allowing you ample time to prepare. Bear in mind, this is a business computer course designed to prepare you for the professional world, where time management plays a vital role. Consider this as a friendly and subtle reminder!

## Course Calendar (back to top)

### Course Outline and Schedule

The instructor may make changes to this schedule and syllabus at any point during the semester to align with course objectives. Students should read chapter content ahead of the class session dedicated to that chapter.

| Course Week | Text Covered/Assignments/Tests (Due dates will be posted to Canvas) | Points Possible | Your Points |
|---|---|---|---|
| Week 1<br>8/21 – 8/25 | • Introduction Activity<br>• Syllabus and Course Requirements Overview<br>• Complete Course Orientation Module<br>• Obtain SIMnet access code from the bookstore (14-day free access option)<br>• Academic Integrity Essay Assignment | <br><br><br><br>**25** | |
| Week 2<br>8/26 – 9/1 | • Getting acquainted with File Management, and The Internet<br>• Read and Complete Quiz on File Management<br>• Read and Complete Lesson on The Internet | <br>**10**<br>**10** | |
| Week 3<br>9/2 – 9/8 | Begin Word 2021 See Canvas Module: Word 2021<br>• Word - Chapter 1 - Getting Started with Word 2021<br>• Read and Complete Lesson on Internet Browsers | <br>**16**<br>**10** | |
| Week 4<br>9/9 – 9/15 | • Word - Chapter 2 - Formatting Text and Paragraphs<br>• Word - Chapter 3 - Formatting Documents<br>• Read and Complete Lesson on Computer Security | **21**<br>**21**<br>**10** | |
| Week 5<br>9/16 – 9/22 | • Word - Chapter 4 - Working with Pictures, Tables, and Charts<br>• Read and Complete Lesson on Computer Software | **23**<br>**10** | |
| Week 6<br>9/23 – 9/29 | • Word - Chapter 5 - Working with Reports, References, & Mailings<br>• Read and Complete Lesson on Computer Hardware | **21**<br>**10** | |
| Week 7<br>9/30 – 10/6 | • Begin Word 2021 Capstone - Level 3 Writing a Research Paper<br>• Read and Complete Quiz on Computer Input and Output | **56**<br>**10** | |
| Week 8<br>10/7 – 10/13 | Begin Excel, 2021 See Canvas Module Excel 2021<br>• Excel - Chapter 1 - Getting Started with Excel 2021<br>• Excel - Chapter 2 - Formatting Cells<br>• Read and Complete Lesson on Social Media and your Digital Identity | <br>**20**<br>**22**<br>**10** | |
| Week 9<br>10/14 - 10/20 | • Excel - Chapter 3 - Using Formulas and Functions<br>• Excel – Chapter 4 – Formatting Worksheets and Managing the Worksheets | **22**<br>**22** | |
| Week 10<br>10/21 - 10/27 | • Excel - Chapter 5 - Adding Charts and Analyzing Data<br>• Read and Complete Lesson on Computers in Business | **25**<br>**10** | |
| Week 11<br>10/28 - 11/3 | • Excel 2021 Capstone - Level 3 Working with Sales Data | **59** | |
| Week 12<br>11/4 - 11/10 | Begin Power Point, 2021 See Canvas Module Power Point 2021<br>• PowerPoint - Chapter 1 - Getting Started with PowerPoint 2021<br>• PowerPoint - Chapter 2 - Adding Content to Slides (SIMnet) | <br>**19**<br>**23** | |
| Week 13<br>11/11 - 11/17 | • PowerPoint - Chapter 3 - Formatting Presentations<br>• PowerPoint - Chapter 4 - Managing and Delivering Presentations | **21**<br>**20** | |
| Week 14<br>11/18 – 11/24 | • PowerPoint 2021 Capstone - Level 3 Creating a Company's Presentation | **40** | |
| **Thanksgiving Holiday (College Closed, No Classes) November 28 – 30** | | | |

Exhibit 1.16

| Course Week | Text Covered/Assignments/Tests (Due dates will be posted to Canvas) | Points Possible | Your Points |
|---|---|---|---|
| Week 15<br>11/25 – 12/1 | Begin Access, 2021 See Canvas Module Access 2021<br>• Access - Chapter 1 - Getting Started with Access 2021<br>• Access - Chapter 2 - Working with Tables<br>• Access 2021 In Practice – Chapter 2 Guided Project 2-1 | <br>**20**<br>**19**<br>**33** | |
| Week 16<br>12/2 – 12/8 | **Final Exam Review** | | |
| **Final Exam (December 9-14)** | | **65** | |
| **Total points presented within the schedule of assignments** | | **703** | |

### Important Dates:

- Class Start Date: Wednesday, August 21
- Add/Drop Period (withdraw with no grade on transcript): August 21 – 28
- Labor Day (College Closed, No classes): September 2
- Midterm Exams: October 7 – 9
- Election Day (College Closed, No classes): November 5
- Last Day to Withdraw (receives grade of "W" on transcript) November 24
- Thanksgiving Holiday (College Closed, No classes): November 28 - 30
- Final Exams: December 9 – 14
- Posting of Grades Due Date: December 19
- Winter Break: December 16, 2024 – January 12, 2025

### Course Success Guidelines

To foster an optimal environment for both your success and that of your peers, this course is governed by three fundamental rules. The greater the challenge these rules present, the greater the benefits you'll derive from adhering to them. By committing to follow these rules, you're not only ensuring success in this course but also in your broader life endeavors.

These rules are pillars of support for achieving any goal you pursue:

1. **Attend Every Class:** I commit to attending every scheduled class session in its entirety to bolster my success.
2. **Submit Quality Work on Time:** I commit to delivering my utmost effort in completing all assignments and submitting them punctually to support my success.
3. **Active Engagement:** I commit to maintaining focus and active participation in every class, offering my best comments, questions, and answers when appropriate to enhance my success.

### **Business and Technology Lab** (MNB320)

Please avoid waiting until the last minute to submit your work to avoid issues like Internet or technical problems that could cause unnecessary lateness and point deductions. Computers are available in the college library and Business & Technology Lab (MNB320). Contact 410-462-7417 for lab hours. If you need help with an assignment, contact the instructor promptly—do not wait until after the due date. Note that I will not grant extensions for late submissions caused by internet/computer issues, and assignments should not be emailed. Thank you for your cooperation as responsible students.

## Course Grading Policy (back to top)

This section outlines how points will be assigned for work completed during the course, detailing how grades will be calculated. No single evaluative measure can constitute more than 25 percent of the final grade. The points possible for each assignment are provided alongside their descriptions. Additionally, please note that your instructor will grade all assignments within 7 days (or earlier) of the due date.

**For purposes of this course all assignments have been given a point value**

| Course Requirements | Number of Items | Points for Each | Total Points Available |
|---|---|---|---|
| Computer Concepts Essentials Lessons | 9 | 10 | 90 |
| Writing Assignment – Academic Integrity | 1 | 25 | 25 |
| Microsoft Word – Let Me Try | 5 | 16+21+21+23+21 | 102 |
| Microsoft Excel – Let Me Try | 5 | 20+22+22+22+25 | 111 |
| Microsoft PowerPoint – Let Me Try | 4 | 19+23+21+20 | 83 |
| Microsoft Access – Let Me Try | 2 | 20+19 | 39 |
| Microsoft Word – Capstone Project Level 3 | 1 | 56 | 56 |
| Microsoft Excel – Capstone Project Level 3 | 1 | 59 | 59 |
| Microsoft PowerPoint – Capstone Project Level 3 | 1 | 40 | 40 |
| Microsoft Access – Guided Project 2-1 | 1 | 33 | 33 |
| Final Exam – Covering Word, Excel, PowerPoint & Access | 4 | 20+15+20+10 | 65 |
| **Semester Number of Items and Total Points** | **34** | **N/A** | **703** |

**Your grade will be based on the following point scale:**

| Letter | Description | Range (Points) |
|---|---|---|
| A | Excellent | 633 to 703 |
| B | Above Average | 563 to 632 |
| C | Average | 493 to 562 |
| D | Below Average, Passing | 422 to 492 |
| F | Not Passing | Below 422 |

**Note:** To fulfill the "Computer Literacy" requirement credit, students must achieve a grade of "C" or higher. This requirement is mandatory for graduation from the college, in addition to your program requirements. To track your progress in this course, click on "Grades" and locate the final number. Disregard any percentages displayed, as they only represent the percentage earned against submitted assignments. Focus on the Total number, which indicates the total points earned.

**Late Submissions/Extensions**

It's highly advised not to procrastinate on submitting your work. Waiting until the last minute increases the risk of encountering issues like lost or poor internet connections, as well as computer problems, which could result in unnecessary lateness and point deductions. If you are facing challenges with an assignment, don't hesitate to reach out to the instructor for assistance. **Don't wait until after the assignment due date to seek help!**

I will not address any communications regarding this matter or provide extensions for late or missed submissions resulting from internet/computer-related issues. **Please refrain from submitting assignments via email**. Extensions will only be granted with acceptable documentation, such as a doctor's note, jury duty notice, obituary, accommodation from DSSC, COVID-19-related issues, etc. Your adherence to these guidelines is appreciated as responsible, dedicated students.

## Academic and College-Wide Policies and Procedures (back to top)

### Academic Integrity Policy

*Common sense warning:* Academic dishonesty is defined as the giving, taking or presenting of information or material by a student or students with the intent of unethically or fraudulently benefiting oneself or other students on any work which is to be considered in the determination of a grade or the completion of academic coursework requirements. In addition, aiding another individual in cheating and plagiarizing is also considered to be a violation of the academic integrity policy. Any incident of cheating or fabrication is unacceptable and subject to penalty. All students are required to exhibit academic honesty in all academic exercises and assignments.

An incident of academic dishonesty occurs when a student commit any of the following acts:

1. **Cheating:** Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The phrase "academic exercise" included all forms of work submitted for credit or hours. This includes the "sharing of Assignment Files.
2. **Fabrication:** Intentionally or unauthorized falsification or invention of any information or citation in an academic exercise. Students who attempt to alter and resubmit their returned academic work without notice to the instructor would be in violation of the Academic Honesty Policy.
3. **Plagiarism:** Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.
4. **Artificial Intelligence (AI):** Artificial intelligence (AI) language models, such as ChatGPT, and online assignment help tools, such as Chegg®, are examples of online learning support platforms; they cannot be used for course assignments **except as explicitly authorized by the instructor.**

   **Use Prohibited**

   Students are not allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course. Each student is expected to complete each assignment without substantive assistance from others, including automated tools.

   Students are prohibited as follows:

   a) Submitting all or any part of an assignment statement to an online learning support platform.
   b) Incorporating any part of an AI generated response in an assignment.
   c) Using AI to brainstorm, formulate arguments, or template ideas for assignments.
   d) Using AI to summarize or contextualize source materials.
   e) Submitting work to an online learning support platform for iteration or improvement

Using AI-generated work for tasks like quizzes, outlining, writing, creating, or editing assignments without instructor consent, unless part of a lesson, violates academic integrity. This is because such programs may offer biased or misleading information and do not support student development. If you have questions or are unsure about a resource violating this guideline, feel free to seek clarification.

**Note:** I take academic integrity seriously and will follow the guidelines in the Student Code of Conduct. Violations may result in consequences such as a zero grade, loss of extra credit, or course material revisions. Repeat offenses could lead to dismissal from the course or the College. When sharing files, both parties involved are held accountable. Collaboration with other students is only permitted if specified. Exercise caution when using the internet and adhere to all rules of academic honesty.

Students who are documented with one incident of file sharing in this class will no longer be eligible to earn the final **grade of "A,"** regardless of points earned. Two incidents will result in the final **grade of "F."** BCCC students are always expected to uphold the highest level of integrity in all actions.

**Turnitin**

As a part of an institution-wide effort to ensure the originality of student work, BCCC licenses Turnitin, a commercial text-matching service that analyzes students' submissions against its own archive of student papers, articles, and web sites to report on student originality and identify possible plagiarism. All BCCC faculty members reserve the right to use this or other measures to evaluate your work for originality and proper attribution. For accessibility, and privacy policies for Turnitin, click "accessibility", and "privacy".

**Class Attendance and Participation**

College policies require that faculty track attendance on a weekly basis. Attendance will be monitored, and reports turned each week to the Registrar's office.

BCCC expects enrolled students to be on time and attend all class sessions as scheduled. The college believes that attendance/course participation is an integral and vital aspect of the learning progress of all students. Students are most successful academically when they attend/participate in class assignments because it allows them to be engaged and better understand the materials and learning outcomes. Students are responsible for the content presented and assigned even if the class is missed due to late registration, illness, or other factors. Attendance/Course participation is required for all Federal Financial Aid student recipients.

If you come in late and miss the signup sheet, it is your responsibility to come up after class and fill in your time of arrival. Same with early departures. If you have not signed in, it is assumed you did not attend the class.

**Inclement Weather**

Closing or delayed openings caused by inclement weather are announced for day, weekend, and off campus classes on WBAL (1090 AM), WBJC (91.5 FM), WBAL (TV11), WMAR (TV2), WJZ (TV13), and WBFF (For TV45) starting at 6 a.m. Announcements for evening classes start by 3 p.m. Messages will also be posted on the College website at www.bccc.edu and on the information line at: 410-462-8300. To receive updates on your phone and e-mail, sign up for e2Campus today. Click here to register for Omnilert alerts.

**Emergency Preparedness**

Baltimore City College Community College's goal is to ensure that its students, faculty and staff can ALL learn and work in a safe environment. During an emergency, always follow BCCC recommended emergency procedures and directions. If you see something that you believe may cause harm to students, faculty or staff or disruption to the campus learning environment, call BCCC Public Safety at 410-462-7700, or visit their webpage ☞ Public Safety

**Late Work Policy**

Late work is defined as failing to submit an assignment by the specified deadline. Failure to do so will result in a zero grade for the assignment. There will be no make-up assignments, and late work will only be accepted with a serious and documented reason, along with instructor approval. Students are encouraged to complete all work on time. If unable to meet a deadline, it is crucial to contact the instructor before the due date to explain the circumstances.

**Class Withdrawal**

Students should discuss any consideration of withdrawal with the instructor prior to completing withdrawal process. Failure to file an ADD/DROP Form will result in F grades and a bill for the courses. **It is the student's responsibility to officially withdraw from a course(s)**. Withdrawing from a course(s) helps to safeguard GPA, permanent grade history, and possible financial aid. Further details are available on the Registrars webpage or visit the Liberty Campus, Main Building, Room 08 or call 410.462.7777.

### Reasonable Accommodations

Baltimore City Community College is committed to providing students with a documented disability an equal opportunity to pursue a college education. Efforts will be made to meet requests for reasonable accommodations for those eligible under the Americans with Disabilities Act Amendments Act (ADA) of 2008, the Rehabilitation Act of 1973 and Section 504. Students with disabilities are encouraged to contact the Disability Support Services Center (410-462-8585 or DSSC@bccc.edu, or Main Building, Room 260D) to discuss accommodations. Once reasonable accommodations are determined, it is the student's responsibility to present the accommodation form from DSSC to their professors. I rely on DSSC to verify the need for accommodations and to develop accommodation strategies.

### Sexual Misconduct

Baltimore City Community College is committed to maintaining a working and learning environment in which faculty, staff, and students can develop intellectually, professionally, personally, and socially free from intimidation, fear, coercion, and reprisal. Baltimore City Community College will not tolerate sexual misconduct, which is a form of gender discrimination and is illegal. Sexual misconduct by BCCC faculty, staff, students, volunteers, and contractors is expressly prohibited. Persons who have experienced, witnessed, or have knowledge of sexual misconduct should promptly contact the College's Title IX Coordinator.

### Academic Grievance

A student who has sufficient evidence that their final course grade has not been determined in accordance with the terms set out in the instructor's syllabus/course outline/course policy may seek resolution through the grievance process. A grade grievance must be filed no later than 30 days after the grade is posted in which the class was taken. For more details, Click Academic Grade Grievance Process.

## Student Rights and Responsibilities (back to top)

Baltimore City Community College (BCCC) is a diverse community of students, faculty and staff. We recognize the importance of a Student Code of Conduct that promotes the growth and development of its members, guides actions, and defines sanctions that will be imposed if rules and regulations are violated. For the benefit of the community at large, the Student Code of Conduct limits certain behaviors and activities. Any student whose conduct violates this Student Code of Conduct (the Code) will be subject to disciplinary action. Students are encouraged to read the Student Code of Conduct for further information on the Conduct Policy, Disruptive Behavior Policy, Student Computer Use Policy and other policies which impact your status as a student at BCCC

All students attending BCCC are expected to conduct themselves in a civil manner. Civility at BCCC is defined as behavior that demonstrates respect for the rights, needs, and feelings of others. The standards of behavior set forth in the Student Code of Conduct allows the College to promote civility within its community.

## Navigating the Course (back to top)

On your left-hand menu, you will find the navigation links for this course. The first link is your course "**Home**" page. This is the first thing you see when you log into this course. Watch this page for important information from your instructor. Also check your **BCCC e-mail** often—your instructor sends extremely important announcements there as well.

In "**Modules**," you will find your weekly assignments. Each module has an overview, reading materials, and assignments. Make sure you complete everything listed on the modules each week. This is how you ensure you have completed all the requirements. In "**Syllabus**," you will find the course syllabus. Wise students will download and print the course syllabus and try to read ahead where possible. I will be using announcements to post weekly announcements. Please make sure you read them.

Your instructor welcomes all your questions but ask that you please ask them **in class or in the Ask the professor forum,** so all students can benefit from the answers. Besides your instructor, you also have other resources for help. The Center for Academic Achievement (CAA) is offering free tutoring, and the Librarians are ready and waiting to help you find reputable research sources for your research paper and PowerPoint assignment (if applicable). Links to online support services are available via the "Student Resources" link on your (left) course menu.

## Student Support Services (back to top)

### E-Learning/Help Desk

Are you experiencing issues with **Canvas** or class software? Contact E-Learning at online@bccc.edu or 410-462-8016. Need help signing into **Panther Portal** or the myBCCC **login page**? Contact ITS Helpdesk on the web, via phone 410-462-7411 or via email helpdesk@bccc.edu.

### Tutoring Services

Need help with your courses? Do you want to be a better student? Come to the Center for Academic Achievement located at MNB 121J, call 410-462-7601, or read through the Academic Achievement Website. The Center for Academic Achievement (CAA) offers free academic support to all Baltimore City Community College students.

### BUA112 Tutoring Service

When you enrolled in BUA 112, you are automatically enrolled in "BUA 112 Tutoring", which appears as a course in Canvas. Please go into the tutoring course, and use the discussion thread to post your questions, and you could also message the "Tutor" via canvas.

The tutor is also available for real time tutoring in MNB320. Tutoring hours are posted in the BUA112 Canvas Tutoring "course" home page. Contact your instructor if you have any question.

### Library Services

The BCCC Library is the center for information resources at the College. Students can borrow materials using the BCCC ID card and will need this card to access most databases through the library section of BCCC Canvas website. The library also offers free training to registered students on navigating Canvas, Word Basics, Word for MLA and APA Papers, and PowerPoint Basics. Visit the library home page and click on "Training" to access the Fall 2024 library training schedule.

### Counselling Services

Student Support and Wellness Services (SSWS) at Baltimore City Community College provides free and confidential counseling to currently enrolled BCCC students who may want extra support with personal concerns affecting their academic success and general happiness. Please visit the SSWS page for more details.

For a complete list of the college telephone directory Click here. For a complete guide on student resources, click here

## Disruptive Classroom Behavior – BCCC Code of Conduct

### Examples of Disruptive Behavior

The Code seeks to foster and promote a sense of respect and consideration of others. BCCC is committed to ensuring a safe, learning environment and workplace for its students, faculty, staff, and visitors. Everyone at BCCC is expected to conduct himself/herself in a civil manner. The following types of conduct are prohibited by the Code and may be subject to sanctions under the Code. This list is not intended to be exhaustive or complete and is as follows:

- Eating in class
- Monopolizing classroom discussions

- Failing to respect the rights of other students to express their viewpoints
- Carrying on distracting side conversations
- Constant questions or interruptions which interfere with the instructor's presentation
- Overt inattentiveness (e.g., sleeping, reading the paper, using laptops for non-class-related activities)
- Creating excessive noise with papers, book bags, etc.
- Entering class late or leaving early
- Use of cell phones in the classroom
- Inordinate or inappropriate demands for time and attention
- Poor personal hygiene (e.g., noticeably offensive body odor)
- Use of profanity or pejorative language
- Intoxication
- Verbal abuse (e.g., taunting, badgering, intimidation)
- Harassment (e.g., use of "fighting words," stalking)
- Threats to harm oneself or others
- Physical violence (e.g., shoving, grabbing, assault, use of weapons)

Disruptive behavior (s) can lead to a student (s) been asked to leave the classroom, and the instructor **WILL** contact the **office of** Public Safety, **office for** Judicial Affairs with pertinent information about the student's behavior.

## Netiquette Guide (Excerpts from teach.ufl.edu)

It is important to recognize that specific behaviors are expected when communicating with your peers and instructors. These guidelines for online behavior and interaction are referred to as netiquette.

### General Communication Guidelines

- Respect: Treat instructors and classmates respectfully in all forms of communication.
- Formality: Address professors with appropriate titles: Dr. or Prof., or Mr. or Ms. if unsure.
- Clarity: Use clear and concise language to convey your message effectively.
- Professionalism: Maintain correct spelling and grammar in all college-level communications, including discussion boards.
- Language: Avoid slang (e.g., "wassup?") and texting abbreviations (e.g., "u" instead of "you"); use standard fonts like Arial, Calibri, or Times New Roman in size 11 or 12 pt.
- Avoid Caps Lock: Refrain from using the caps lock feature as it may be interpreted as YELLING.
- Tone: Exercise caution with humor or sarcasm, as tone may be misconstrued in written communication.
- Privacy: Handle personal information carefully, respecting both your own and others' privacy.

### Discussion Board Netiquette and Guidelines

When posting on the Discussion Board in your canvas course, you should:

- Respect: Maintain a respectful tone and language, valuing diverse opinions.
- Contribution: Offer substantive insights supported by evidence, engaging constructively.
- Timeliness: Meet deadlines and participate regularly to sustain discussion flow.
- Relevance: Stay on topic, avoiding irrelevant tangents.
- Integrity: Cite sources properly, refrain from plagiarism, and uphold academic honesty.
- Editing: Prioritize post quality by reviewing and editing before sending.
- Repetition: Add original insights to discussions; avoid duplicating others' posts.
- Response: Provide substantive replies; avoid generic responses like "I agree" without elaboration.
- Remarks: Refrain from personal or insulting comments; such posts will be promptly removed by the instructor.

**Failure to follow the e-mail/Canvas message requirements below will result in NO response.**

Greetings Scholars!

I appreciate receiving messages from students and encourage you to reach out in this manner.

To facilitate prompt and effective responses, please familiarize yourself with the email correspondence requirements for this class. As you are aware, this course aims to enhance your success in both college and life by cultivating new habits and skills essential for academic achievement and professional growth.

Proficient writing is paramount to this endeavor. Acquiring this skill will not only benefit you presently and in the future but also enable me to address your inquiries promptly and comprehensively. None of us wishes to waste unnecessary time exchanging multiple emails.

Therefore, I sincerely thank you for your attention to these requirements and your willingness to make any necessary adjustments.

**E-Mail/Canvas Message Requirements**

All messages MUST adhere to the formatting requirements outlined below. Messages that fail to meet these requirements will NOT receive a response.

**Professional Greeting Required:**

- Hello Professor Izume or Dear Professor Izume.
- Emails that omit a professional greeting or start abruptly with "Hi!" or "hello" will NOT be responded to.

**Email Netiquette**

When emailing your instructor, staff, advisors, or peers, follow these guidelines:

- Use Your BCCC Email: Use your assigned BCCC email address (e.g., Jdoe@student.bccc.edu) for all official communications.
- Subject Line: Include a descriptive and brief subject line.
- Body: Be clear, concise, and use complete sentences. Check spelling, grammar, and punctuation.
- Attachments: Avoid attachments unless recipients can open them; consider sending PDFs.
- Plain Text: Use plain text instead of HTML.
- Avoid All Caps: Do not write in all capitals, as it can seem like shouting.
- Signature: Sign with your name and return email/phone number.
- Consider Recipients: Think before sending to multiple people or using "reply all."
- Forwarding: Ensure the message author intended for the information to be shared before clicking the "forward" button.

  Click and watch this 2 minute 31 seconds Video on how to write a professional email.

## Class Conduct and Expectations: Please Read Thoroughly!

1. **Attend** class regularly and punctually to demonstrate your commitment to academic success.
2. **Be Professional**. Dress for Success, your appearance is your FIRST impression! Students are expected to come to class dressed appropriately and exhibit an attitude conducive to learning.
3. **Come prepared** with necessary materials: textbook, syllabus, notebook, and pen, and complete assigned readings.
4. **Engage** in class discussions actively to enhance learning, receive feedback, and interact with peers.
5. **Cell Phone Use.** Silence phones before class starts. Avoid texting, emailing, or web browsing unless instructed otherwise. Electronic devices, including headphones, should not be visible during class. First offense results in a warning; second offense requires leaving the classroom.
6. **Show respect** to your instructor and classmates by listening attentively and refraining from disruptive behavior.
7. **Laptops** are permitted only with instructor permission for class-related activities.
8. **Adhere** to the college's student code of conduct governing behavior and responsibilities
9. **Notify the instructor** before class if an emergency requires leaving early to avoid being marked absent.
10. **Practice academic honesty** by avoiding plagiarism, cheating, and other forms of dishonest behavior.
11. **Tardiness Policy:** Arriving late may result in being marked absent unless you notify the instructor after class. Two tardies may count as one absence; ensure tardiness is noted with the instructor after class.
12. **Recording class sessions**, taking pictures, or videos requires explicit permission from the instructor.
13. **Embrace new ideas** and experiences to foster personal growth and learning during your college journey.
14. **Recording class sessions**, taking pictures, or videos requires explicit permission from the instructor.
15. **Maryland's Wiretap Act** — a state law indicates that it is unlawful to record any private in-person conversation or any telephone or electronic communication unless you are a party to the conversation and have the permission of all the other parties.

    **Note:** ALL parties must consent prior to the use of audio/visual recording devices in meetings and adhere to the requirements based on the State of Maryland 20-11 Communication Recordings.
16. **Have fun!** Enjoy your college experience and make the most of this rewarding opportunity.

**BALTIMORE CITY COMMUNITY COLLEGE**

**Baltimore, Maryland, 21215**

# COLLEGE COURSE SYLLABUS

Note this departmentally developed course syllabus is intended for use by faculty, staff, and stakeholders in the College. It is not intended to be handed out to students as a specific guide to their individual class; however, students, as stakeholders may have access to it. The original is housed in the Office of the Vice President of Academic Affairs and an electronic copy is stored on the College's intranet.

## Course Code: CLT-100

## Course Title: COMPUTER LITERACY

## Department: BUSINESS & TECHNOLOGY

Originally developed (date):
Revised date:12/08/2023
Revised date: 05/06/2024

# 1. COURSE INFORMATION

## a. Course Description

This course is designed for students to meet the College's Computer Literacy Graduation Requirement. Students develop basic computer skills in Windows-based operating systems, word processing, spreadsheet, and presentation graphics.

30 lecture hours

No previous experience is necessary. The ability to touch-type is recommended.

## b. Learning Outcomes for this course:

Upon completion of this course, the student will be able to:

1. Identify computer hardware and software, including file management systems.
2. Describe the operating system and its related components.
3. Create hands-on assignments in Microsoft Word, Excel, and PowerPoint.

## c. Pre-requisite(s): None

## d. Co-requisite (s): None

## e. Course Credit(s)

| Types of hours | Hours assigned | Calculations | Credits |
|---|---|---|---|
| Hours of Lecture:<br>15 Hours per Credit | 30 | Lecture<br>Credit<br>Equals = 2 | 2.00 |
| Hours of Lab<br>30 Hours per Credit | 0 | Lab<br>Credit<br>Equals = | 0.00 |
| Hours of Studio<br>30 Hours per Credit | 0 | Studio<br>Credit<br>Equals = | 0.00 |
| Hours of Fieldwork<br>45 Hours per Credit | 0 | Fieldwork<br>Credit<br>Equals = | 0.00 |
| Hours of Practica<br>45 Hours per Credit | 0 | Practica<br>Credit<br>Equals = | 0.00 |
| | | Total Calculated Credits = | 2.00 |
| | | Round down = | 2.00 |

Note, these are the only valid choices available under the COMAR regulations.

f. Average number of pages per week (based on a 15-week semester) for assigned reading: 10

g. Frequency of Offering

| | | | | |
|---|---|---|---|---|
| i. | Day time: | Fall __X____ | Spring __X____ | Summer __X___ |
| ii. | Evening: | Fall __X____ | Spring __X____ | Summer __X____ |
| iii. | Weekend: | Fall __X____ | Spring ___ X____ | Summer __X____ |
| iv. | Distance learning | Fall __X____ | Spring __X____ | Summer __X____ |

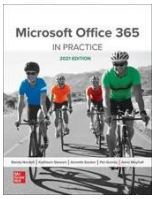
h. **Transfer Potential**:
For transferability information, please consult the transfer center located in main building, liberty campus.

## 2. INSTRUCTIONAL MATERIALS USED FOR THIS COURSE

[Required by all sections of this course]

**a) Textbook (Required)**

Nordell, R., Stewart, K., Easton, A., Graves, P., Triad Interactive, Inc. (2022). *Microsoft Office 365: In practice, 2021 edition*. McGraw-Hill
ISBN 9781266773150




b) Other reading material(s) (if required, please notate):
c) Audio-visual materials used by instructor (if required, please notate):
d) Tools and equipment used by instructor (if required, please notate):

## 3. COURSE ACTIVITIES (The following are competencies outlined by MHEC. Please indicate activities that will be used in the course to address these competencies):

a. Written Communication: Students are required to prepare one written research assignment. Students are required to prepare and share one PowerPoint presentation.

b. Scientific and Quantitative Reasoning: None.

c. Critical Analysis and Reasoning: Students are required to apply critical analysis and reasoning skills to effectively present findings in Word, Excel, and PowerPoint for the project assessments.

d. Technological Competency: Students are required to use the latest versions of personal computer technology to prepare pc-based assignments.

e. Information Literacy: Students are required to use online resources in preparing papers and presentations.

**4. RESPONSIBILITIES OF THE STUDENT** (indicate whether required or optional or not used)

a. Follow particular safety rules Required _____ Optional _____ Not used_X____

b. Required tools or equipment Required _X_ Optional _____Not used_____
(please list): Laptop or other small laptop device.

c. Other requirements (please list): Microsoft Office 365/2021 or later, Windows 10 or later.

**5. CRITERIA FOR EVALUATION** (indicate if criteria are required by all sections of the course, optional or not used)

a. Class attendance Required ____ Optional ____Not used _X_

b. Class discussion Required _X_ Optional ____ Not used ____

c. Written Paper Required _X_ Optional ____ Not used ____

d. Portfolio Required ____ Optional ____Not used _X_

e. Written report Required ____ Optional ____ Not used _X_

f. Presentations Required ____ Optional _X_ Not used ____

g. Computer assignments Required _X_ Optional ____Not used ____

h. Tests/quizzes Required _X_ Optional ____Not used ____

i. Mid-term Exam Required_X Optional ____Not used ____

j. Final exam Required _X_ Optional ____Not used ____

k. Fieldwork review Required ____ Optional ____Not used _X_

l. Practicum review Required ____ Optional ____Not used _X_

m. Internship review Required ____ Optional ____Not used _X_

n. Other (please list and indicate if required or optional)

**6. COURSE ASSESSMENTS** (used by all sections of course to assess overall course effectiveness- may or may not be used for student evaluation):

a. Final Project, assessed using standard rubric.

7. **GRADING SYSTEM** (no one criterion can be worth more than 25% of the total grade) If a particular grading system is required by all sections of a course, please list below.

| Weighing Criteria | Worth |
|---|---|
| Homework | 20% |
| Quizzes | 10% |
| Hands-on Assignments | 20% |
| Project Assessments | 15% |
| Midterm Exam | 15% |
| Final Exam | 20% |
| Total Average Available | **100%** |

| Grading Scale |
|---|
| Above 90% = A |
| 80% - 89% = B |
| 70% - 79% = C |
| 60% - 69% = D |
| Below 60% = F |
| |
| |

**Passing this course with a "C" or better fulfills the College's Computer Literacy Requirement.**

8. **COURSE OBJECTIVES** (general objectives for the course):

   a. Use Canvas as a tool to manage course information.

   b. Identify the hardware components of a computer system.

   c. Explain the functions of computer software.

   d. Demonstrate the functions of an operating system.

   e. Demonstrate a foundational knowledge of applications software.

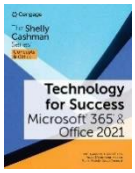
   f. Conduct research for assigned topics.

   g. Utilize productivity tools such as Word, Excel and PowerPoint.

## 9. ADDITIONAL INFORMATION

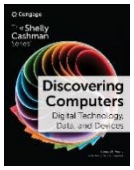
### a. Annotated Bibliography:

Cable, S., Starks, J.L., Vermaat, M.E., Hoisington, C., Campbell, J., Ciampa, M., Clemens, B., Freund, S.M., Hooper, R., Monk, E., Sebok S., Ruffolo, L. (2023). *Technology for success and the Shelly Cashman series: Microsoft 365 & Office 2021.* Cengage. ISBN: 0357676920



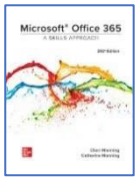

This edition provides comprehensive and current insights into the features of Microsoft 365 and Office 2021, offering enhanced support tailored for Mac users. Embracing its distinctive step-by-step, screen-by-screen, and project-based methodology, the series actively encourages students to deepen their proficiency in Office applications through hands-on exploration and critical thinking. Aligning with Microsoft Office Specialist certification objectives, the Module Learning Objectives underscore the essential skills necessary for success in both academic and professional settings.

Campbell, J.T., Ciampa, M., Freund, S.M., Frydenberg, M., Sebok, S., Vermaat, M.E., & Clemens, B. (2022). *Discovering computers: Digital technology, data, and device*. (17th ed.). Cengage. ISBN: 9780357675472




In this edition, you will encounter a pedagogy that is both educationally robust and visually engaging, fostering interactivity and ease of comprehension. Supported by animated figures, pertinent videos, and interactive activities embedded in the e-book, the content provides a thorough exploration of fundamental computer topics. By the end of the course, students will have acquired a substantial comprehension of computers, their utilization, and the skills needed to navigate and retrieve information from the web.

Manning, C. [Cheri], Manning, C. [Catherine], & Triad Interactive, Inc. (2023). *Microsoft Office 365: A skills approach, 2021 edition*. McGraw-Hill Education. ISBN: 9781266783364




This edition is designed to teach students the skills to master Microsoft Office 365 in a straightforward and easy-to-follow manner. Students will learn how to use the essential applications in the Microsoft Office suite, including Word, Excel, PowerPoint, and Access. In addition to learning the how, they will also gain a deeper understanding of the what and the why of each application. This will help them to use Microsoft Office 365 more effectively and efficiently.

**b.** Course handout (sometimes referred to as class syllabus) provided by each instructor to student (optional for this form but must be handed out to student).

**c.** Any additional information pertinent to the course.

## 10. SPECIAL NEEDS/DISABILITY ACCESS

Baltimore City Community College is committed to providing students with a documented disability an equal opportunity to pursue a college education. Efforts will be made to meet requests for reasonable accommodations for those eligible under the Americans with Disabilities Act Amendments Act (ADA) of 2008, the Rehabilitation Act of 1973 and Section 504. Students with disabilities are encouraged to contact the Disability Support Services Center (Main Building, Room 260D, 410-462-8585 or DSSC@bccc.edu) to discuss accommodations. Once reasonable accommodations are determined, it is the student's responsibility to present the accommodation form from DSSC to their professors.

**Authors of the Syllabus**: Professor Daniel Izume, Professor Sadiq Nuur, AVP Ms. Aundrea Wheeler, Mr. Brian Terrill, and Dr. Elizabeth Van Pate.

Daniel Izume 5.6.2024

Signature and Date

Sadiq Nuur 5/6/2024

Signature and Date

Signature and Date

**CIC Representative:**

Yohannes Weldegiorgis 5/6/24

Signature and Date

**Associate Dean:**

Signature and Date

**Division Dean:**

Signature and Date

**Director of Curriculum and Assessment:**

Signature and Date

**Acquisition Librarian Review:**

James Lynch 5/6/2024

Signature and Date

**Authorizing Officials**:

**Curriculum and Instruction Committee Chair**

Petal Sumner May 8, 2024

Signature and Date

Template Revised: May 6, 2024

**Senate Executive Committee**

Signature and Date

**Vice President of Academic Affairs:**

Signature and Date

# Task Two Evidence

| Exhibits | Report Page Number |
|---|---|
| 2.1 WDCE Vice President's Monthly Cabinet Update (February through November 2024) | 13-17 |
| 2.2 President's Report Realignment Task 2 Update (February through May, September, and November 2024) | 13-17 |
| 2.3 Overview of BCCC's Commitment to Workforce Development and Job Placement | 13-17 |
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# Baltimore City Community College

## CABINET UPDATE

### Board of Trustees, February 2024

*Mr. Michael Thomas, Vice President, Workforce Development & Continuing Education*

**WORKFORCE DEVELOPMENT & CONTINUING EDUCATION (WDCE) DIVISION**

WDCE classes have moved to a combination of in-person and virtual instruction, with additional resources for academic support and both remote and in-person testing.

***ABE/ELS Program Improvement*** – Community ABE, ESL, and Refugee classes start each month. In addition, Citizenship classes start quarterly.

**Adult Basic Education**

- The FY 24 mid-year report was successfully submitted to Maryland Department of Labor.
- 454 ABE students were registered for January, and 26 classes started this month.
- 21 actual GED exams were taken; 8 content-specific exams were passed; 2 GED content exams did not pass by 1-3 pts
- 33 GED Ready tests were taken; 19 received a "Likely to Pass" on the GED Ready tests; 6 students missed getting a "Likely to Pass" by 1-3 points.
- 2 more students earned their High School Diploma, bringing the total up to 15 graduates this fiscal year (2024)
- Heighted focus on MOED One-Stops (Eastside Career Scenter and Northwest Career Center) where classes are slated to start March 2024.
    - Working with 7 other CBOs to start ABE classes off-site in March 2024.

**Community ESL**

- 221 students were registered in January.
- 2 in-person classes began at he Moravia Park Judy Center,
- A third IELCE/CNA cohort began January 17, and an IELCE/IET Warehousing cohort will begin in March.
- Classes began at Johns Hopkins Hospital for their staff in January, with a second potential class beginning at Bayview Hospital in February.
- Classes will also begin in February at the Holabird Judy Center.
- Another potential site, Hampstead Hill, has reached out about having in-person ESL classes at their school in the Spring.

**Partnerships**

- ABE/GED continues running classes in Corrections
- BCCC has partnered with City of Refuge to provide off-site GED preparation classes to a large population of students located in and around the center.
- The ELS department has entered a partnership with Johns Hopkins Hospital to provide contract training classes to staff at the main hospital center as well as Bayview.
- BCCC and CASA de Maryland have partnered to run IELCE/IET CNA and CHW courses. The college expects this partnership to produce multiple cohorts and serve over 100 students per fiscal year.

- BCCC continues to partner with City Schools and local Judy Centers to provide ESL classes in the community.
- C-ESL is partnering with Enoh Pratt Library to offer ESL classes at strategic branches across southeast and southwest Baltimore. There will be future discussions about Refugee Assistance Program classes (RAP) taking place at Herring Run branch.

**English Language Institute (ELI)**

- Spring 2024 registration continues. ELI staff are assisting students at the 82 level to transition over to full-time credit classes as well as getting lower-level students registered for their next set of ELI classes.
- ELI is running 11 sections this Spring. 9 are currently meeting and 2 more sections will open in February due to increased demand.
- ELI continues to work with admissions on ELI referrals for ESOL students.

**Citizenship and Services to Older Refugees (SOR)**

- Working with the Mayor's Office of Immigrant Affairs (MIMA) to expand outreach for older refugees and permanent residents who need preparation classes for naturalization.
- Refugee Programs Manager presented at the Baltimore City Health Department of Aging in an effort to increase awareness about class offerings.
- Working with University of Maryland Extension to provide digital literacy classes to Afghan families recently resettled in Baltimore. Partnering with Dorothy I. Height Elementary School, who will provide the classroom space.
- Six (6) Citizenship classes started in January.
- The SOR continuation grant for FY 24 was officially approved by MORA, with a funding increase of $70,000 as compared to FY 23.
- BCCC and IRC were awarded a two-year grant to support Citizenship in the amount of $120,000 (60,000/FY).
    - BCCC expects to serve 250 individual clients over the life of the grant
- Currently, BCCC is serving 44 SOR clients to provide resources and information about ESL and Citizenship classes (projected FY 24 total was 35).
- Four (4) Citizenship Preparation classes serving approximately 40 unique clients ended in December.

**Refugee Youth Project (RYP)**

- Programming for FY '24 is currently underway at Patterson High School, Moravia Park Elementary School, and Mt. Royal E/MS with over 150 students attending afterschool classes.
- Moravia Park ES
    - Program resumed 1.9.24; 87 students currently enrolled.
    - Planning a Spring dance and fashion show with partner NDP
    - More students potentially being enrolled
    - Six instructors and 1 site coordinator
- Furley ES
    - Program resumed 1.8.24
    - 70 students currently enrolled

- Planning field trips to Sankofa and SkyZone
- 5 instructors, 1 site coordinator

- Patterson HS
  - Program resumed 1.8.24
  - Planning spring break field trip to Washington DC
  - 25 students currently enrolled
  - 2 instructors plus AmeriCorps MICA member/RYP Specialist
  - 14 JHU International Teaching and Global Learning students volunteering both days with students plus 3 Loyola volunteers
- Mt. Royal E/MS
  - Program resumed 1.8.24
  - 35 students enrolled
  - JHU ITGL masters' students working after school with students and Loyola volunteers
  - Looking to schedule meeting between wellness team and State Refugee Health Coordinator (Dipti) and Refugee Mental Health Program Coordinator (Morgan)
  - RYP ran PD for teachers and staff on Refugee youth at school on 11.3
- Armistead Gardens (new site for FY 24)
  - Hoping to start program in February '24
  - Hired 2 instructors
  - 20 potential students
- RYP is considering two (2) new sites for the upcoming SY: Digital Harbor HS and Hazelwood ES. Alanna Hays Met with Kristine Sieloff at Digital Harbor about starting RYP site there Spring 2024.
- Met with Holistic Life Foundation to discuss programming for Moravia Park
- Met with Let's Go discussing spring and summer programming
- Met with Arts for Learning; planning on running summer program with them at DIH; will support with ARPA funds

**Refugee Assistance Program (RAP)**

- 8 classes started in January
  - 2 in-person at Furley ES
- 141 refugees and asylees have been registered for ESL classes in January.
- BCCC received 74 client referrals in December and another 58 in January.

***Workforce Development Program Development and Expansion*** – The Workforce Development (WD) Department continues to expand partnerships with local community and health agencies to provide opportunities for students to gain training and improve their career outlook.

**Maryland Department of Health**

- Workforce was awarded a grant to train and certify fifteen (15) Community Health Workers. Training will begin in February 2024 and finish in May 2024.

**Construction Core**

- In December, Workforce restarted its Construction Core training. A 72-hour course to establish a foundation in construction skills and safety. The training includes an OSHA 10 certification through the National Safety Council.

**IELCE/IET (Integrated English Language and Civics Education/Integrated Education and Training)**

- For FY 24 Workforce Development and the English Language Services department have coordinated with CASA of Maryland to combine English as a Second Language courses with workforce training. One cohort of Certified Nursing Assistant (CNA) began in July 2023 and certified thirteen (13) students. Another cohort began in September 2023 with eleven (11) students who completed certification January 2024. A third cohort began on January 16, with nine (9) students currently enrolled.
- In coordination with Adult Basic Education, we are coordinating 2024 cohorts to combine GED pathways with workforce training. We are planning to complete two (2) cohorts of Certified Nursing Assistant and one (1) with the Warehouse and Logistics training. We will recruit up to twenty (20) students for each cohort, for up to 60 students to receive licensure/certification in addition to their high school diploma.
- A third CNA cohort began this month and a fourth is scheduled to begin in March of 2024.
- In addition, recruitment has begun for a Warehouse and Logistics cohort to begin in March of 2024 for up to twenty (20) students

**Youth Systems Building**

BCCC has partnered with the Mayor's office, City Schools, and MOED for the following funding opportunity from the U.S. Department of Labor:

- The Youth Systems Building (YSB) Academy will engage our proposed team over a six-month period and begin implementing systems, program, and/or policy improvements.
- The goal of YSB is to support efforts to improve employment outcomes and strengthen service delivery systems through a range of strategic planning, in-person, and virtual training and technical assistance activities.
- Participation in the Academy includes least bi-weekly coaching calls, ad hoc peer learning opportunities, and two in-person convenings in Washington, DC.

**Johns Hopkins Hospital**

- Workforce Development is coordinating with Johns Hopkin Hospital for a Patient Care Tech training to begin in February 2024. The cohort will consist of up to twelve (12) JHH employees to receive upskill training.

**Center for Urban Families**

- Workforce Development worked closely with the Center for Urban Families to enroll over seventy–five students in Certified Nursing Assistant (CNA) and Community Health Worker Programs (CHW), Diesel Mechanic, and Commercial Driving License (CDL) programs. The workforce department is entering the final year of the BOOST grant partnering with Center for Urban Families (CFUF). CFUF has also received funding for an additional seventy-five students (total 150).

- In partnership with MOED's Train up program, CFUF has enrolled forty-three (43) students in CNA, CDL, Cyber, and CHW programs since January 2023. More students are expected to be enrolled in the aforementioned programs in 2024.

**Goodwill Industries**

- In January 2024, WF began a cohort of Certified Nursing Assistant with sixteen (16) students and a Pharmacy Tech cohort of twenty four (24) students.
- To date in FY24, in collaboration with Goodwill, we trained and licensed thirty-one (31) Certified Nursing Assistants and twelve (12) Pharmacy Techs.

**Baltimore City Schools - Green Street Academy**

- Workforce training continues at Green Street Academy. The CNA training sequence began in October 2023 with twenty (20) students. The class will finish in April 2024 with successful completers walking away with MBON CNA certification and GNA licenses.

**LifeBridge Health**

- Workforce Development partnered with Sinai Hospital and is running a cohort of sixteen (16) students for CNA/GNA (Certified Nursing Assistant). These students will complete their training sequence in January 2024.

**University of Maryland Medical Center**

- UMMC and BCCC are preparing for spring 2024 cohorts in Patient Care Tech and Venipuncture.
- Workforce Development coordinated with University of Maryland Medical Center to begin a PCT (Patient Care Tech) cohort of ten (10) students that began in October 2023. They have completed the first portion of the class and began the EKG Essentials course in January 2024.

**Commercial Driver's License (CDL B)**

- Since October eleven (11) students have received their CDL-B license and thirty-three (33) more students are currently enrolled and expect to pass the MVA test in December 2023 and January 2024.

**Warehousing and Logistics**

- Workforce Development continues to recruit for upcoming Warehousing and Logistics class at South Pavilion. Cohorts are expected to run year-round, and students will receive certifications in OSHA 10, Forklift Operation and Certified Logistics Technician through the Manufacturing Skills Standards Council.

**Department of Human Services SNAP**

- In July 2023, Workforce Development submitted a grant proposal for FY 2024-2026 to continue the current funding available to SNAP recipients. The proposal was to double the previous grant and

provide training for up to two hundred participants. BCCC has received preliminary approval for this award and is waiting for the official contract to be executed.

**Baltimore City Department of Social Services**

In partnership with the Department of Social Services, Workforce Development has coordinated with three outside vendors to provide training in Makeup artistry (12 enrolled), Hospitality (28 enrolled), and Financial Literacy (32 enrolled).

**Other Funding Opportunities**

- Workforce Development has also received several funding opportunities to offer workforce training to city residents:

  **Baltimore City Department of Social Services** – 4.8 million over three years to offer workforce training to Baltimore City residents and recipients of DSS benefits

  - **Baltimore City Department of Social Services/SNAP** - $255,000 to offer workforce development training for City residents and recipients of SNAP benefits
  - **Department of Human Services SNAP** - $1.2 million over three years to offer workforce training to Maryland residents and recipients of SNAP benefits.
  - **Department of Social Services Sequence** - $87,250 to offer workforce training in healthcare to City residents

**<u>Career Services Updates</u>**

- Career Services has been working with City Schools on a recruitment effort for several positions, such as: paraprofessionals, CDL drivers, clerical positions, and food service.
- 42 new students were enrolled in job readiness training this month.
- Career Services has conducted several Job Readiness courses for current healthcare programs, Emergency Medical Technician, Patient Care Technician, and Certified Driver License programs.
- Career Services has recruitment opportunities in Early Childcare (Kreative Minds Learning Center); Morgan State University, Penske, Blakehurst (CDLs) and University of Maryland Medical Center.
- Career Services continues to work with partners to create career placement trainings opportunities for students. This includes placing students with Kennedy Krieger to work with children and young adults with developmental disabilities in the Neurobehavioral Unit.
- Career Services continues to coordinate with Workforce to connect students to job opportunities directly related to their training experiences. The Career Services Team coordinates recruitment efforts with Workforce to provide comprehensive support to completers.

***Partnering with Baltimore City Schools*** – Several initiatives led by WDCE support implementation of the college's Career Pathways, increase early college access, and support for students' transition to college.

- Total # of PTECH Students: 261
  - Carver: 70
  - Digital Harbor (New Era): 40

- Dunbar: 151

- Current # of PTECH Students Enrolled in BCCC Classes: 202
  - Carver: 70
  - Dunbar: 106
  - Digital Harbor (New Era): 26
    - P-TECH students are taking between 6 – 15 credits, 2 + classes each, this semester here at BCCC.

- PTECH Dunbar has three students currently scheduled to take their TEAS testing and will hopefully be entering BCCC's Nursing degree program at the start of SY 24-25.

- BCCC is working with Morgan State University (MSU) to develop an agreement that will allow PTECH Digital Habor students to segway from BCCC, where they'll earn their AAS in Transportation and Supply Management, into MSU, where they will earn their BAS in Supply Chain Management.

- PTECH continues to work collaboratively with external partners BCPSS schools New ERA, Dunbar, and Carver High Schools to ensure a smooth transition into college classes for students.

- PTECH works internally with a panel of BCCC departments, representatives from e-learning, IT, Student Support and Wellness Services, Center for Academic Achievement, BCCC Library, and Disability Support Services Center to best equip students for success.

- The ELS department, in partnership with City Schools, has started programming at four (4) schools: Moravia Park Elementary School, Patterson High School, Mt. Royal Elementary/Middle School, and Furley Elementary School. The afterschool programming focuses on ESL instruction, College and Career Readiness, Dance, Sports, and STEM enrichment classes. These classes are funded through DHS-MORA's RSIG (Refugee School Impact Grant) which was renewed for FY '24. Digital Harbor, Hazelwood, and Armistead Gardens have all inquired about hosting programming at their sites in FY 24.

**ENVIRONMENT SERVICES AND FACILITIES**

***Environmental Services and Facilities*** – This department provides ongoing cleaning, maintenance, and repairs for all campus facilities. This team also supports campus special events, the mailroom, and property control. In addition, the department plans and manages the 10-Year Facilities Master Plan.

**General Project Updates**

Construction continues to improve the quality of life on campus! This past month, Facilities kicked off several construction projects:

- The Loop Road and Entrance Improvement
  - Speed humps have been installed to improve traffic and pedestrian safety. Once weather conditions improve the contractor will install delineators near the Life Science Building exit. We will continue to assess ensuring all safety devices have been installed. Reminder, the campus wide speed limit is 10 MPH, please slow down! Our sworn police officers will issue citations for excessive speed.

- The contractor is currently working with Public Safety and our IT leadership to complete the installation and reconnection of emergency call boxes located on campus. Public Safety has completed an evaluation, identifying all discrepancies, repairs are ongoing.
- The installation of the new entrance sign is well underway with the placement/testing of the sign. The contractor will continue installation and improvements for the next 30 days.
- Construction of the new security kiosk has begun with the pouring of the foundation and placement of the infrastructure wiring/beams. Weather permitting, the new structure will be completed by early March.

- Main Building/Nursing Building Cooling Tower Replacement
  - Installation of piping components has started in addition to the installation of the control panel, pipe fittings, and catwalk. This project is scheduled for completion prior to the air conditioning season, late March, or early April.
- Physical Education Center/Fine Arts Restroom Renovations
  - Physical Education Center restrooms are 95% completed. Contractors are in the process of installing sinks, mirrors, and accessories. The final phase is to test waterlines and touchup any areas requiring attention.
  - Fine Arts restrooms are 90% complete. Countertops and fixtures have been installed in all bathrooms. The contractor is working on the replacement of the main water valves. We anticipate both projects will be completed by the end of February.
- Physical Education Center Concrete Column Repairs
  - The formwork has been completed and concreting is underway.
  - Steel shoring struts were installed with brackets and grout packs at the concrete columns. Surface finishing is underway, we anticipate this project will be completed by the end of April, weather permitting.
- Elevator Replacement
  - All elevators are scheduled for replacement starting early March. The contractor is onsite preparing for the deconstruction/construction phase. We anticipated completion in late July, early August.
- Exterior Doors/Storefront Replacements
  - Construction will start during the month of March and will be completed within 30-45 days. Doors scheduled for replacement are the Life Science Building, Nursing Building, Physical Education Center, and the Loading Dock.
- Life Sciences Fire Alarm Replacement
  - The fire alarm system has been replaced and testing is underway.
  - As a result of the new system, we discovered malfunctions with the fire doors in the lobby. We are working with procurement to secure a change order for repairs. This has no effect on the operation of the new system.
- Fire Alarm Monitoring System
  - Upgrades to all fire monitoring systems are underway. This project will be completed within the next 60 days.
- The Bard Building deconstruction continues, and the Security Upgrade project is wrapping up with the installation and testing of the new swipe system. We anticipate testing and activation of the new system will occur within the next 30 days.

**Since January 2022, the following construction projects have been completed:**

- Receiving flooring project, **Start Date**: 9/10/2022 **End Date:** 9/24/2022

- Greenhouse flooring project, **Start Date**: 4/07/2022 **End Date:** 8/15/2022
- Student Center renovation, Start **Date**: 1/10/2022 **End Date:** 3/25/2022
- South Pavilion Roof Replacement, **Start Date**: 4/12/2022 **End Date:** 7/21/2022
- South Pavilion HVAC Repairs, **Start Date**: 4/07/2022 **End Date:** 8/25/2022
- South Pavilion carpet and rubber stairwells, **Start Date**: 6/27/2022 **End Date:** 8/19/2022
- Life Science Building Chiller Repairs, **Start Date**: 3/07/2022 **End Date:** 5/16/2022
- Life Science Building IT/Data Room HVAC Upgrades, **Start Date**:3/15/2022 **End Date:** 4/20/2022
- Main Building/Nursing IT/Data Room HVAC Upgrades, **Start Date**:6/01/2022 **End Date:** 7/02/2022
- Life Science Building Duct Work Cleaning, **Start Date**:11/18/2021 **End Date:** 12/22/2021 **(This is a 2021 Project)**
- Main Building Duct Work Cleaning, **Start Date**:7/11/2022 **End Date:** 7/22/2022
- Flagpole lighting installation, **Start Date**:3/21/2022 **End Date:** 3/25/2022
- Bottle Filler Water Fountains Installation, **Start Date**:3/23/2022 **End Date:** 6/10/2022

**PUBLIC SAFETY AND SECURITY**

***Public Safety 24-hour Monitoring and Security*** -- Security for all campus locations includes camera surveillance, access control monitoring, and officers on patrol (security rounds and stations).

- Public Safety is working with the vendor for the new card access program and CCTV.
- Public Safety, in collaboration with Baltimore City Police Department Commanders of both the Northern and Northwest District, is addressing the uptick in vehicle theft around the college by performing on-site monitoring of the Student Parking lot (Palladium) daily.
- Public Safety continues to collaborate with BCPD Northern District to support monitoring of the South Pavilion during off hours.

# Baltimore City Community College

## CABINET UPDATE

### Board of Trustees, March 2024

*Mr. Michael Thomas, Vice President, Workforce Development & Continuing Education*

**WORKFORCE DEVELOPMENT & CONTINUING EDUCATION (WDCE) DIVISION**

WDCE classes have moved to a combination of in-person and virtual instruction, with additional resources for academic support and both remote and in-person testing.

***ABE/ELS Program Improvement*** – Community ABE, ESL, and Refugee classes start each month. In addition, Citizenship classes start quarterly.

**Adult Basic Education**

- ABE and ESL students will form a cohort for the IELCE/IET Warehousing training course. This is the first iteration of this combined model that isn't healthcare focused, which we hope draws a more diverse group of interested students.
- MD Dept of Labor completed a site visit for the GED and ESL programs during the week of February 26. Feedback from Labor staff was overwhelmingly positive.
- ABE has registered 122 ABE students for 13 ABE classes starting in March:
    - 1 IET Workforce /Forklift/GED class
    - 3 online classes
    - 4 classes in corrections
    - 2 classes at Harbor campus
    - 2 classes at community sites
- Opened a Saturday morning class for students who can't attend a weekday course.
- 31 official GED exams were taken; 19 content-specific exams were passed; 8 GED content exams did not pass by 1-3 pts.
- 38 GED Ready tests were taken; 22 received a "Likely to Pass" on the GED Ready tests; 4 students missed getting a "Likely to Pass" by 1-3 pts.
- 1 additional student earned their high school diploma in June.
- 17 students have earned their high school diploma so far this fiscal year.
- Heighted focus on MOED One-Stops (Eastside Career Scenter and Northwest Career Center) where classes are slated to start March 2024.
    - Working with 7 other CBOs to start ABE classes off-site in March 2024.

**Community ESL**

- ESL and ABE students will form a cohort for the IELCE/IET Warehousing training course. This is the first iteration of this combined model that isn't healthcare focused, which we hope draws a more diverse group of interested students.
- 196 ESL students were enrolled in February
- 2 in-person classes began at the Moravia Park Judy Center,
- A third IELCE/CNA cohort began January 17, and an IELCE/IET Warehousing cohort will begin in March.
- Classes began at Johns Hopkins Hospital for their staff in January, with a second potential class beginning at Bayview Hospital in February.
- Classes began in February at the Holabird Judy Center.

- New classes will begin in March and April, at the following sites:
    - Hamstead Hill Academy
    - Curtis Bay Judy Center
    - Fallstaff Elementary School

**Partnerships**

- ABE/GED continues running classes in Corrections
- BCCC has partnered with City of Refuge to provide off-site GED preparation classes to a large population of students located in and around the center.
- The ELS department has entered a partnership with Johns Hopkins Hospital to provide contract training classes to staff at the main hospital center as well as Bayview.
- BCCC and CASA de Maryland continue to partner on IELCE/IET CNA, CHW, and Warehousing courses. The college expects this partnership to produce multiple cohorts and serve over 100 students per fiscal year.
- BCCC continues to partner with City Schools and local Judy Centers to provide ESL classes in the community.

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- ELI is running 11 sections this Spring. 2 new sections were opened in February due to increased demand and to accommodate students who applied after the census date.
- Spring 2024 registration continues. ELI staff are assisting students at the 82 level to transition over to full-time credit classes as well as getting lower-level students registered for their next set of ELI classes.
- ELI continues to work with admissions on ELI referrals for ESOL students.

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- Six (6) Citizenship classes are currently running.
- BCCC is serving 44 SOR clients to provide resources and information about ESL and Citizenship classes (projected FY 24 total was 35).
- Contacted various senior centers for resources for SOR clients
- Reached out to all eligible PAL (Participating in American Life) clients to see if they were interested in enrolling in the PAL class
- Applied for BCHD food box delivery for Baltimore City SOR clients
- Continued outreach to new SOR clients
- Reached out to SOR clients for the Eat-together program
- Reached out to the Herring Run Library for the SOR program to inquire about running in-person classes
- Provided Senior Center information to SOR clients
- Working with the Mayor's Office of Immigrant Affairs (MIMA) to expand outreach for older refugees and permanent residents who need preparation classes for naturalization.
- Refugee Programs Manager presented at the Baltimore City Health Department of Aging in an effort to increase awareness about class offerings.
- Working with University of Maryland Extension to provide digital literacy classes to Afghan families recently resettled in Baltimore. Partnering with Dorothy I. Height Elementary School, who will provide the classroom space.

**Refugee Youth Project (RYP)**

- Submitted AS2SI Application to MORA for approximately $500,000 in funding to complement RSI Grant and RYP
- Programming for FY '24 is currently underway at Patterson High School, Moravia Park Elementary School, and Mt. Royal E/MS with over 150 students attending afterschool classes.
- Moravia Park ES
    - Spring dance and fashion show with partner Notre Dame Prep took place on 2.15. Students and volunteers presented their clothing designs to students at NDP. The show was a huge success and the RYP students were very proud that their hard work came to fruition.
    - 87 students currently enrolled.
    - More students potentially being enrolled
    - Six instructors and 1 site coordinator
- Furley ES
    - Let'sGO Boys and Girls will be running 2 STEM classes with students starting in March
    - 70 students currently enrolled
    - Planning field trips to Sankofa and SkyZone
    - 5 instructors, 1 site coordinator
- Patterson HS
    - Patterson HS Principal Myrick visited the program on2.21 to promote the school's new initiative "One Patterson)
    - Planning spring break field trip to Washington DC
    - 25 students currently enrolled
    - 2 instructors plus AmeriCorps MICA member/RYP Specialist
    - 14 JHU International Teaching and Global Learning students volunteering both days with students plus 3 Loyola volunteers
- Mt. Royal E/MS
    - Took middle school girls to NDP for Project Greenway fashion show on 2.21
    - 35 students enrolled
    - JHU ITGL masters' students working after school with students and Loyola volunteers
    - Looking to schedule meeting between wellness team and State Refugee Health Coordinator (Dipti) and Refugee Mental Health Program Coordinator (Morgan)
    - RYP ran PD for teachers and staff on Refugee youth at school on 11.3
- Armistead Gardens (new site for FY 24)
    - Hoping to start program in March '24
    - Hired 2 instructors
    - 20 potential students
- RYP is still considering two (2) new sites for the spring: Digital Harbor HS and Hazelwood ES. Alanna Hays Met with Kristine Sieloff at Digital Harbor about starting RYP site there.
- Met with Holistic Life Foundation to discuss programming for Moravia Park
- Met with Let's Go discussing spring and summer programming
- Met with Arts for Learning; planning on running summer program with them at DIH; will support with ARPA funds

**Refugee Assistance Program (RAP)**

- 2 classes began in February and 2 more will begin March 4. Currently, there are 12 RAP classes running, representing the most refugee ESL classes the department has run concurrently since 2019.
    - 2 in-person at Furley ES
- 98 students were referred to RAP from the IRC, LSS, HIAS between February 1st-23rd
    - submitted 62 registrations for the February session

***Workforce Development Program Development and Expansion*** – The Workforce Development (WD) Department continues to expand partnerships with local community and health agencies to provide opportunities for students to gain training and improve their career outlook.

**Childcare Training**

- In March 2024, workforce development has brought back Childcare in house and will begin in person classes for Early Childhood Education and Childcare. The training leads to the 90-hour certification from the Maryland State Department of Education (MSDE)

**CASA of Maryland**

- CASA of Maryland included BCCC as the training provider on a five (5) year grant from the Health Resources and Services Administration called the Geriatrics Workforce Enhancement Program (GWEP). The GWEP educates and trains the healthcare and supportive care workforces to care for older adults by collaborating with community partners. BCCC would provide training for Certified/Geriatric Nursing Assistant (CNA/GNA) with an extended eight (8) week clinical at assisted living facilities. This is expected to provide training for up to sixty (60) participants a year and with potentially $250,000 allocated annually as a subaward to support this initiative.

**IELCE/IET (Integrated English Language and Civics Education/Integrated Education and Training)**

- Recruitment has begun for a Warehouse and Logistics cohort to begin in March of 2024 for up to twenty (20) students, who will be a mix of ESL and ABE.
    - This is the first IELCE/IET cohort that is not healthcare, with the hope that a more diverse set of students will show interest
- For FY 24 Workforce Development and the English Language Services department have coordinated with CASA of Maryland to combine English as a Second Language courses with workforce training. One cohort of Certified Nursing Assistant (CNA) began in July 2023 and certified thirteen (13) students. Another cohort began in September 2023 with eleven (11) students who completed certification January 2024. A third cohort began on January 16, with nine (9) students currently enrolled.
- In coordination with Adult Basic Education, we are coordinating 2024 cohorts to combine GED pathways with workforce training. We are planning to complete two (2) cohorts of Certified Nursing Assistant and one (1) with the Warehouse and Logistics training. We will recruit up to twenty (20) students for each cohort, for up to 60 students to receive licensure/certification in addition to their high school diploma.
- A third CNA cohort began in January and a fourth is scheduled to begin in March of 2024.

**Maryland Department of Health**

- Workforce was awarded a grant to train and certify fifteen (15) Community Health Workers. Training began in February 2024 and finish in May 2024.

**Youth Systems Building**

BCCC has partnered with the Mayor's office, City Schools, and MOED for the following funding opportunity from the U.S. Department of Labor:

- The Youth Systems Building (YSB) Academy will engage our proposed team over a six-month period and begin implementing systems, program, and/or policy improvements.
- The goal of YSB is to support efforts to improve employment outcomes and strengthen service delivery systems through a range of strategic planning, in-person, and virtual training and technical assistance activities.
- Participation in the Academy includes least bi-weekly coaching calls, ad hoc peer learning opportunities, and two in-person convenings in Washington, DC.

**Johns Hopkins Hospital**

- Workforce Development is working with Johns Hopkin Hospital on a Patient Care Tech (PCT) training that began in February 2024. The cohort consists of eight (8) JHH employees who will complete their certifications in March 2024.
    - Preparations have begun for another PCT cohort to begin in April with up to twelve (12) JHH employees.

**Center for Urban Families**

- Workforce Development worked closely with the Center for Urban Families to enroll over seventy–five students in Certified Nursing Assistant (CNA) and Community Health Worker Programs (CHW), Diesel Mechanic, and Commercial Driving License (CDL) programs. The workforce department is entering the final year of the BOOST grant partnering with Center for Urban Families (CFUF). CFUF has also received funding for an additional seventy-five students (total 150).
- In partnership with MOED's Train up program, CFUF has enrolled forty-three (43) students in CNA, CDL, Cyber, and CHW programs since January 2023. More students are expected to be enrolled in the aforementioned programs in 2024.

**Goodwill Industries**

- BCCC and Goodwill are partnering on an application for Employment Advancement Right Now (EARN) Program. Goodwill will recruit and support up to forty-five (45) students to complete training in Early Childhood Education and Childcare.
- Recruitment has begun for the April Cohorts of CNA and PCT
- In January 2024, WF began a cohort of Certified Nursing Assistant with sixteen (16) students and a Pharmacy Tech cohort of twenty-four (24) students.
- To date in FY24, in collaboration with Goodwill, we trained and licensed thirty-one (31) Certified Nursing Assistants and twelve (12) Pharmacy Techs.

**Baltimore City Schools - Green Street Academy**

- Workforce Development has expanded its partnership with Baltimore City Public Schools and offered a workforce training opportunity at Green Street Academy. A Certified Nursing Assistant (CNA) cohort began in October with twenty (20) students. All students are on pace to complete the class in April 2024 and apply for their Maryland Board of Nursing (MBON) CNA certification and GNA license.

**LifeBridge Health**

- Workforce Development partnered with Sinai Hospital and is running a cohort of sixteen (16) students for CNA/GNA (Certified Nursing Assistant). These students will complete their training sequence in January 2024.

**University of Maryland Medical Center**

- A cohort of sixteen (16) students began their Patient Care Tech (PCT) training in January and are scheduled to complete in July 2024. Recruitment is in process for the March cohort of up to twelve (12) students.
- Workforce Development coordinated with University of Maryland Medical Center to begin a Patient Care Tech (PCT) cohort of eight (8) students in October 2023. They are on schedule to complete training and certification in March 2024.

**Warehousing and Logistics**

- Workforce Development continues to recruit for upcoming Warehousing and Logistics class at South Pavilion. Cohorts are expected to run year-round, and students will receive certifications in OSHA 10, Forklift Operation and Certified Logistics Technician through the Manufacturing Skills Standards Council.

**Department of Human Services SNAP**

- In July 2023, Workforce Development submitted a grant proposal for FY 2024-2026 to continue the current funding available to SNAP recipients. The proposal was to double the previous grant and provide training for up to two hundred participants. BCCC has received preliminary approval for this award and is waiting for the official contract to be executed.

**Baltimore City Department of Social Services**

In partnership with the Department of Social Services, Workforce Development has coordinated with three outside vendors to provide training in Makeup artistry (12 enrolled), Hospitality (28 enrolled), and Financial Literacy (32 enrolled).

**Other Funding Opportunities**

- Workforce Development has also received several funding opportunities to offer workforce training to city residents:

**Baltimore City Department of Social Services** – 4.8 million over three years to offer workforce training to Baltimore City residents and recipients of DSS benefits

- **Baltimore City Department of Social Services/SNAP** - $255,000 to offer workforce development training for City residents and recipients of SNAP benefits
- **Department of Human Services SNAP** - $1.2 million over three years to offer workforce training to Maryland residents and recipients of SNAP benefits.
- **Department of Social Services Sequence** - $87,250 to offer workforce training in healthcare to City residents

**Career Services Updates**

**Kenn Hopkins**

- 12 students were placed in employment opportunities.
- 1 student was placed in the Work Study program
- 1 student was placed in an Internship with St. Johns Properties – Kapil Dhami
- 2 Job Readiness *Daytime* Training Sessions: DSS Make-up – 02/06/24; DSS Make-up – 02/08/24
- 5 Job Readiness *Evening* Training Sessions: DSS Make-up – 02/06/24; DSS Make-up – 02/08/24; PCT/CDL – 02/21/24; PCT/CDL – 02/22/24; PCT/CDL – 02/26/24
- 16 student resumes were developed.
- 11 student resume review sessions were conducted in person.
- 5 student resume review sessions were conducted via Zoom.
- 4 mock interview sessions were conducted with PCT students. Have scheduled follow-up discussions for outcomes.
- 36 student walk-ins for services.
- 1 credit-Side Class Presentation: Respiratory Care – Resume Development and Interview Preparedness – 02/08/24
- Attended the following career fair/hiring event: Excel Academy at Francis M. Wood High School – 02/29/24
- Attended 2 ongoing strategy meetings with BCCC Workforce staff to coordinate services for new cohorts – 02/07/24; 02/20/24

**Karen Allen-Curtis**

- 6 new students enrolled in Adult High School for a total of 89 to date.
- Held 3-day IET Job Readiness Class in February 2024.
- Made 9 GED Classroom Visits – Pierce, Edwards, Lewis-Orr, Yoseff, Graves,
- CNA Mock Interviews were held on 2/28/2024.
- Banner Training with N. Grant 2/28/2024 to ensure all student hours are being captured in the ERP system.
- 2 – Job Readiness *Daytime* Training Sessions: DSS Make-up – 02/06/24; DSS Make-up – 02/08/24
- 5 – Job Readiness *Evening* Training Sessions: DSS Make-up – 02/06/24; DSS Make-up – 02/08/24; PCT/CDL – 02/21/24; PCT/CDL – 02/22/24; PCT/CDL – 02/26/24

***Partnering with Baltimore City Schools*** – Several initiatives led by WDCE support implementation of the college's Career Pathways, increase early college access, and support for students' transition to college.

- Total # of PTECH Students: 256

- Carver: 73
- Digital Harbor (New Era): 33
- Dunbar: 150

- P-TECH students are taking between 6 – 15 credits, 2 + classes each, this semester here at BCCC.

- PTECH Dunbar has three students currently scheduled to take their TEAS testing and will hopefully be entering BCCC's Nursing degree program at the start of SY 24-25.

- BCCC is working with Morgan State University (MSU) to develop an agreement that will allow PTECH Digital Habor students to segway from BCCC, where they'll earn their AAS in Transportation and Supply Management, into MSU, where they will earn their BAS in Supply Chain Management.

- PTECH continues to work collaboratively with external partners BCPSS schools New ERA, Dunbar, and Carver High Schools to ensure a smooth transition into college classes for students.

- PTECH works internally with a panel of BCCC departments, representatives from e-learning, IT, Student Support and Wellness Services, Center for Academic Achievement, BCCC Library, and Disability Support Services Center to best equip students for success.

- The ELS department, in partnership with City Schools, has started programming at four (4) schools: Moravia Park Elementary School, Patterson High School, Mt. Royal Elementary/Middle School, and Furley Elementary School. The afterschool programming focuses on ESL instruction, College and Career Readiness, Dance, Sports, and STEM enrichment classes. These classes are funded through DHS-MORA's RSIG (Refugee School Impact Grant) which was renewed for FY '24. Digital Harbor, Hazelwood, and Armistead Gardens have all inquired about hosting programming at their sites in FY 24.

**ENVIRONMENT SERVICES AND FACILITIES**

***Environmental Services and Facilities*** – This department provides ongoing cleaning, maintenance, and repairs for all campus facilities. This team also supports campus special events, the mailroom, and property control. In addition, the department plans and manages the 10-Year Facilities Master Plan.

**General Project Updates**

Construction continues to improve the quality of life on campus! This past month, Facilities kicked off several construction projects:

- **Loop Road and Entrance Improvement**
  - Contractor: North Point Builders
  - Project Completed 95%
  - Contractors have been installed speed humps and delineators near the Life Science buildings exit.
- **Camera Project**
  - Contractor: Data Network of America Inc.
  - Project Completed: 95%
  - Project Cost: $3,463,481.50
  - Duration of contract: 150 days

- SOW: Suply and installation of 459 Verkada security cameras and 740 Door access control.

- **Main Building Cooling Towers replacement**
  - Contractor: J.F. Fischer, Inc
  - Project Completed: 65%
  - Duration of Contract:180 days
  - Completion Date: 4/13/2024
  - Final Mechanical Shutdown. Change over to CT 2 Operation
  - March 4th Begin Demolition CT1, and remaining pumps.
  - On March 5th Road closure is necessary from 6:00 am to 12:00 pm to place a crane to remove CT1.
  - On March 11th Road closure is necessary from 6:00 am to 11:00 pm to place a crane to set new CT1.
- **Bard Demolition**
  - Anticipated Completion Date 07/13/2024
  - Percentage of job Completed 54%
  - 39 calendar day schedule extension proposed to address findings of additional asbestos in the exterior building paneling.
  - DGS coordinates with Multi-Vista. They will investigate the best location to install the surveillance camera.
  - Berg Corp. is expecting approval of permit from Baltimore City on same day as or shortly after asbestos abatement completion.
- **Nursing Cooling Towers replacement**
  - Contractor: BMC Services
  - Project Completed: 65%
  - The cooling tower was installed on Tuesday February 27, it is scheduled to be completed on March 22, 2024
- **Life Science & Fine Arts HVAC System Renovation.**
  - Contractor: Chilmar Corporation
  - Contract Duration: 425 days
  - Completion date:10/11/24
  - Project Complete:40%
  - Project Original Cost: $3,978,396
  - Contractor is in demolition /construction phase
- **Fine Arts/Gym restrooms renovations**
  - The bathrooms are 99% complete and finishing up the to-do list and final cleaning. It will be ready for 03/8/24
- **Physical Education Center concrete columns repair**
  - Contractor: Building Concepts
  - Project Completed 55%
  - BC crews are in the process of mobilizing and preparing the site for delivery and
  - placement of concrete at the grade beam underpinning footings at struts A3, A6, A7, A8, and A9 where steel shoring has been installed.
  - Geotech confirmed that soil support is over 1500 PSF at the foundation locations.
  - Steel shoring struts were installed at concrete struts A2, A3, A4, and A5, with brackets and grout packs at the concrete columns at the exterior wall of the building.
- **Exterior Doors Replacement**
  - Contractor: Bob Andrews Construction Inc.

- Replacement of the Main doors of the Life Sciences, Physical Education, Student Services and Nursing buildings will begin on 02/26/24 and will be completed by 03/26/24.

- **Elevator replacements**
  - Contractor: Brawner Builders / DMV Elevators
  - Consultant : Michael Blades & Associates
  - Contract Duration: 490 days
  - Completion date:07/11/24
  - Project Complete:10%
  - Project Original Cost:$2,583.810
  - Work will begin on March 20/24 with the South Pavilion elevators and the Physical Education elevator. The project has a completion date of 11/19/24
- **Life Sciences Fire Alarm Replacement**
  - A proposal has been requested to repair the fire doors in the lobbies, we are awaiting a response from the manufacturer Won-Door
- **West Pavilion Fire Alarm Replacement**
  - The new fire alarm panel has been installed activation to be completed on 03/02/2024
- **Fire Alarm monitoring System**
  - A new fire monitoring system is being installed in each building that will be activated on 03/11/24.
- **Security Kiosk Replacement**
  - The Dade Star Group team began installing the roof structure, next week they will work on the wall structure the project will be completed on 05/17/24.

**Since January 2022, the following construction projects have been completed:**

- Receiving flooring project, **Start Date**: 9/10/2022 **End Date:** 9/24/2022
- Greenhouse flooring project, **Start Date**: 4/07/2022 **End Date:** 8/15/2022
- Student Center renovation, Start **Date**: 1/10/2022 **End Date:** 3/25/2022
- South Pavilion Roof Replacement, **Start Date**: 4/12/2022 **End Date:** 7/21/2022
- South Pavilion HVAC Repairs, **Start Date**: 4/07/2022 **End Date:** 8/25/2022
- South Pavilion carpet and rubber stairwells, **Start Date**: 6/27/2022 **End Date:** 8/19/2022
- Life Science Building Chiller Repairs, **Start Date**: 3/07/2022 **End Date:** 5/16/2022
- Life Science Building IT/Data Room HVAC Upgrades, **Start Date**:3/15/2022 **End Date:** 4/20/2022
- Main Building/Nursing IT/Data Room HVAC Upgrades, **Start Date**:6/01/2022 **End Date:** 7/02/2022
- Life Science Building Duct Work Cleaning, **Start Date**:11/18/2021 **End Date:** 12/22/2021 **(This is a 2021 Project)**

- Main Building Duct Work Cleaning, **Start Date**:7/11/2022 **End Date:** 7/22/2022
- Flagpole lighting installation, **Start Date**:3/21/2022 **End Date:** 3/25/2022
- Bottle Filler Water Fountains Installation, **Start Date**:3/23/2022 **End Date:** 6/10/2022

**PUBLIC SAFETY AND SECURITY**

***Public Safety 24-hour Monitoring and Security*** -- Security for all campus locations includes camera surveillance, access control monitoring, and officers on patrol (security rounds and stations).

- Public Safety provided Traffic Control support for the cooling system installation at the nursing building during the week of February 26.
- Public Safety is working with the vendor for the new card access program and CCTV.
- Public Safety, in collaboration with Baltimore City Police Department Commanders of both the Northern and Northwest District, is addressing the uptick in vehicle theft around the college by performing on-site monitoring of the Student Parking lot (Palladium) daily.
- Public Safety continues to collaborate with BCPD Northern District to support monitoring of the South Pavilion during off hours.

# Baltimore City Community College

## CABINET UPDATE

### Board of Trustees, April 2024

*Mr. Michael Thomas, Vice President, Workforce Development & Continuing Education*

**WORKFORCE DEVELOPMENT & CONTINUING EDUCATION (WDCE) DIVISION**

WDCE classes have moved to a combination of in-person and virtual instruction, with additional resources for academic support and both remote and in-person testing.

***ABE/ELS Program Improvement*** – Community ABE, ESL, and Refugee classes start each month. In addition, Citizenship classes start quarterly.

**Adult Basic Education**

- ABE and ESL students have formed a cohort for the IELCE/IET Warehousing training course. This is the first iteration of this combined model that isn't healthcare focused, which BCCC hopes draws a more diverse group of interested students. This combined model will allow ESL and ABE students to work together in an inclusive instructional environment. CASA de Maryland is supporting BCCC by advertising and recruiting potential students.
    - There are 15 students enrolled between ABE and ESL.
    - Orientation was held on 3.26 at South Pavilion
- ABE has registered 207 ABE enrollments for 16 classes starting in April.
    - 4 Harbor classes.
    - 2 Community classes.
    - 10 Online classes.
- The BCCC GED and Alternative High School Commencement planning is underway, with a tentative date of Saturday 06/08/2024 at 10am in the BCCC Fine Arts Auditorium. Arrangements are being made, such as marketing materials and brainstorming ideas for speakers and special guests.
- Opened a Saturday morning class for students who can't attend a weekday course.
- 32 official GED exams were taken; 19 content-specific exams were passed; 5 GED content exams did not pass by 1-3 pts.
- 51 GED Ready tests were taken; 33 received a "Likely to Pass" on the GED Ready tests, 5 students missed getting a "Likely to Pass" by 1-3 pts.
- 4 more students have earned their high school diploma for a total of 21 this fiscal year (2024).
- Heightened focus on 2 MOED One-Stop CBOs, Penn North Wellness & Recovery Center, and Gilmore Homes for April 1, 2024
- Instructional Specialist facilitated a PD for Instructors on March 9th; an extended session on integrating educational technology into lessons, focusing on virtual classes.
- Three (3) new instructors were hired in March.

**Community ESL**

- ABE and ESL students have formed a cohort for the IELCE/IET Warehousing training course. This is the first iteration of this combined model that isn't healthcare focused, which BCCC hopes draws a more diverse group of interested students. This combined model will allow ESL and ABE students to work

together in an inclusive instructional environment. CASA de Maryland is supporting BCCC by advertising and recruiting potential students.
    - There are 15 students enrolled between ABE and ESL.
    - Orientation was held on 3.26 at South Pavilion
- 80 students have been registered this month at off-site community locations
    - Fallstaff ES, Curtis Bay E/MS, and Hampstead Hill Academy will host Community ESL classes in April
    - Classes are currently running at the Holabird Judy Center and at the Moravia Park Judy Center
- A third IELCE/CNA cohort began January 17, and an IELCE/IET Warehousing cohort will begin in March.
- Classes began at Johns Hopkins Hospital for their staff in January, with a second class that began at Bayview Hospital in February.

**Partnerships**

- BCCC and CASA de Maryland continue to partner on IELCE/IET CNA, CHW, and Warehousing courses. The college expects this partnership to produce multiple cohorts and serve over 100 students per fiscal year. This partnership allows for students who need to improve their English proficiency the support they need while also taking a workforce training program. Students who complete the IELCE/IET and IET programs are far more likely to be employed in an above minimum wage position. The intensive nature of the sequence also allows for students to complete in 12 weeks or fewer.
- ABE/GED continues running classes in Corrections
- BCCC has partnered with City of Refuge to provide off-site GED preparation classes to a large population of students located in and around the center.
- The ELS department has entered a partnership with Johns Hopkins Hospital to provide contract training classes to staff at the main hospital center as well as Bayview.
- BCCC continues to partner with City Schools and local Judy Centers to provide ESL classes in the community.

**English Language Institute (ELI)**

- ELI is coordinating with MSP to ensure a steady flow of information to plan for incoming Summer Bridge students who require academic ESL classes.
- ELI is running 11 sections this Spring. 2 new sections were opened in February due to increased demand and to accommodate students who applied after the census date.
- Spring 2024 registration continues. ELI staff are assisting students at the 82 level to transition over to full-time credit classes as well as getting lower-level students registered for their next set of ELI classes.
- ELI continues to work with admissions on ELI referrals for ESOL students.

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- Six (6) Citizenship classes are currently running.
- BCCC is serving 44 SOR clients to provide resources and information about ESL and Citizenship classes (projected FY 24 total was 35).
- Contacted various senior centers for resources for SOR clients

- Reached out to all eligible PAL (Participating in American Life) clients to see if they were interested in enrolling in the PAL class
- Applied for BCHD food box delivery for Baltimore City SOR clients
- Continued outreach to new SOR clients
- Reached out to SOR clients for the Eat-together program
- Reached out to the Herring Run Library for the SOR program to inquire about running in-person classes
- Provided Senior Center information to SOR clients
- Working with the Mayor's Office of Immigrant Affairs (MIMA) to expand outreach for older refugees and permanent residents who need preparation classes for naturalization.
- Refugee Programs Manager presented at the Baltimore City Health Department of Aging in an effort to increase awareness about class offerings.
- Working with University of Maryland Extension to provide digital literacy classes to Afghan families recently resettled in Baltimore. Partnering with Dorothy I. Height Elementary School, who will provide the classroom space.

**Refugee Youth Project (RYP)**

- Awarded Afghan Support to School Impact Grant (AS2SI) Grant from DHS-MORA for $546,504 in funding to complement Refugee School Impact Grant and Refugee Youth Project (RYP).
    - Services through the Afghan Support to School Impact (AS2SI) program will enable these populations by ensuring equitable access to opportunities to thrive in the U.S, including academic and career/vocational pathways that facilitate long-term self-sufficiency.
- Programming for FY '24 is currently underway at Patterson High School, Moravia Park Elementary School, and Mt. Royal E/MS with over 150 students attending afterschool classes.
- Moravia Park ES
    - 87 students currently enrolled.
    - More students potentially being enrolled
    - Six instructors and 1 site coordinator
- Furley ES
    - Let's GO Boys and Girls will be running 2 STEM classes with students starting in March
    - 70 students currently enrolled
    - Planning field trips to Sankofa and SkyZone
    - 5 instructors, 1 site coordinator
- Patterson HS
    - 25 students currently enrolled
    - 2 instructors plus AmeriCorps MICA member/RYP Specialist
    - 14 JHU International Teaching and Global Learning students volunteering both days with students plus 3 Loyola volunteers
- Mt. Royal E/MS
    - 35 students enrolled
    - JHU ITGL masters' students working after school with students and Loyola volunteers
    - Looking to schedule meeting between wellness team and State Refugee Health Coordinator (Dipti) and Refugee Mental Health Program Coordinator (Morgan)

    - RYP ran PD for teachers and staff on Refugee youth at school on 11.3
- Armistead Gardens (new site for FY 24)
    - Began March 4th
    - Hired 2 instructors
    - 15 students registered
- RYP is still considering two (2) new sites for the spring: Digital Harbor HS and Hazelwood ES. Alanna Hays Met with Kristine Sieloff at Digital Harbor about starting RYP site there.
- Met with Holistic Life Foundation to discuss programming for Moravia Park
- Met with Let's Go discussing spring and summer programming
- Met with Arts for Learning; planning on running summer program with them at DIH; will support with ARPA funds

**Refugee Assistance Program (RAP)**

- 32 students were referred to RAP from the following resettlement agencies: IRC (International Rescue Committee), LSS, HIAS in March.
- 2 classes began in February and 2 more will begin March 4. Currently, there are 12 RAP classes running, representing the most refugee ESL classes the department has run concurrently since 2019.
    - 2 in-person at Furley ES
- 98 students were referred to RAP from the IRC, LSS, HIAS between February 1st-23rd
    - submitted 62 registrations for the February session

***Workforce Development Program Development and Expansion*** – The Workforce Development (WD) Department continues to expand partnerships with local community and health agencies to provide opportunities for students to gain training and improve their career outlook.

**Department of Juvenile Services**

- WF is in the planning stages to provide workforce training to the students at Department of Juvenile Services to begin this summer. The first round of training will be provided for courses available in an online format.

**Childcare Training**

- In March 2024, after a concerted effort, Workforce Development redesigned the Childcare training program to be an in-house program instead of a seat sharing one with a fellow community college. The training incorporates two 45-hour courses, which lead to the 90-hour certification from the Maryland State Department of Education (MSDE).

**CASA of Maryland**

- CASA of Maryland included BCCC as the training provider on a five (5) year grant from the Health Resources and Services Administration called the Geriatrics Workforce Enhancement Program (GWEP). The GWEP educates and trains the healthcare and supportive care workforces to care for older adults by collaborating with community partners. BCCC would provide training for Certified/Geriatric Nursing Assistant (CNA/GNA) with an extended eight (8) week clinical at assisted living facilities. This is expected to provide training for up to sixty (60) participants a year and with potentially $250,000 allocated annually as a subaward to support this initiative. BCCC would provide training for

Certified/Geriatric Nursing Assistant (CNA/GNA) with an extended eight (8) week clinical at assisted living facilities. This is expected to provide training for up to sixty (60) participants a year.

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- Recruitment and enrollment have finished for a Warehouse and Logistics cohort to begin in March of 2024 for up to twenty (20) students, who will be a mix of ESL and ABE students.
    - This is the first IELCE/IET cohort that is not healthcare, which has widened the breadth of the student population from which BCCC was able to recruit.
- For FY 24 Workforce Development and the English Language Services department have coordinated with CASA of Maryland to combine English as a Second Language courses with workforce training. One cohort of Certified Nursing Assistant (CNA) began in July 2023 and certified thirteen (13) students. Another cohort began in September 2023 with eleven (11) students who completed certification January 2024. A third cohort began on January 16, with nine (9) students currently enrolled.
- In coordination with Adult Basic Education and Workforce, two (2) IET cohorts of Certified Nursing Assistant and one (1) Warehouse and Logistics training are running. BCCC can recruit up to twenty (20) students for each cohort, for up to 60 students to receive licensure/certification in addition to their high school diploma.

**Maryland Department of Health**

- Workforce was awarded a grant to train and certify fifteen (15) Community Health Workers. Training began in February 2024 and finish in May 2024.

**Youth Systems Building**

BCCC has partnered with the Mayor's office, City Schools, and MOED for the following funding opportunity from the U.S. Department of Labor:

- The Youth Systems Building (YSB) Academy will engage our proposed team over a six-month period and begin implementing systems, program, and/or policy improvements.
- The goal of YSB is to support efforts to improve employment outcomes and strengthen service delivery systems through a range of strategic planning, in-person, and virtual training and technical assistance activities.
- Participation in the Academy includes least bi-weekly coaching calls, ad hoc peer learning opportunities, and two in-person convenings in Washington, DC.

**Johns Hopkins Hospital**

- Preparations have begun for another Patient Care Technician (PCT) cohort to begin in April with up to twelve (12) JHH employees able to participate. This partnership continues to be mutually beneficial, and BCCC hopes to continue working with JHH in the future.
- Workforce Development is coordinating with Johns Hopkins Hospital for PCT training that began in February 2024. The cohort consists of eight (8) JHH employees that will complete certification in March 2024.

**Center for Urban Families**

- Workforce Development worked closely with the Center for Urban Families to enroll over seventy–five students in Certified Nursing Assistant (CNA) and Community Health Worker Programs (CHW), Diesel Mechanic, and Commercial Driving License (CDL) programs. The workforce department is entering the final year of the BOOST grant partnering with Center for Urban Families (CFUF). CFUF has also received funding for an additional seventy-five students (total 150).
- In partnership with MOED's Train up program, CFUF has enrolled forty-three (43) students in CNA, CDL, Cyber, and CHW programs since January 2023. More students are expected to be enrolled in the aforementioned programs in 2024.

**Goodwill Industries**

- In January 2024, WF began a cohort of Certified Nursing Assistant with sixteen (16) students and a Pharmacy Tech cohort of twenty-four (24) students.
- To date in FY24, in collaboration with Goodwill, WF trained and licensed thirty-one (31) Certified Nursing Assistants and twelve (12) Pharmacy Techs.
- Recruitment has begun for the April Cohorts of Certified Nursing Assistant and Pharmacy Tech.
- BCCC and Goodwill are partnering on an application for Employment Advancement Right Now (EARN) Program. Goodwill will recruit and support up to forty-five (45) students to complete training in Early Childhood Education and Childcare.

**Baltimore City Schools**

- In partnership with Baltimore City Schools, WF is developing a summer training program in four (4) areas: Certified Nursing Assistant, Pharmacy Technician, Community Health Worker, and Emergency Medical Responder (EMR). Designed for rising seniors, it is scheduled to begin in June and be completed in August. Each cohort would have a minimum of ten (10) students.
- Workforce Development has expanded its partnership with Baltimore City Public Schools and offered a workforce training opportunity at Green Street Academy. A Certified Nursing Assistant (CNA) cohort began in October with twenty (20) students.

**University of Maryland Medical Center**

- A cohort of sixteen (16) students began their Patient Care Tech (PCT) training in January and are scheduled to complete in July 2024. Recruitment is in process for the March cohort of up to twelve (12) students.
- Workforce Development coordinated with University of Maryland Medical Center to begin a Patient Care Tech (PCT) cohort of eight (8) students in October 2023. They are on schedule to complete training and certification in March 2024.

**Department of Human Services SNAP**

- In July 2023, Workforce Development submitted a grant proposal for FY 2024-2026 to continue the current funding available to SNAP recipients. The proposal was to double the previous grant and

provide training for up to (200) two hundred participants. BCCC has submitted the executed contract to the Department of Human Services and is awaiting return to begin serving SNAP recipients.

**Baltimore City Department of Social Services**

- In partnership with the Department of Social Services, Workforce Development has coordinated with three outside vendors to provide training in Makeup artistry (12 enrolled), Hospitality (28 enrolled), and Financial Literacy (32 enrolled).

**Other Funding Opportunities**

- Workforce Development has also received several funding opportunities to offer workforce training to city residents:

  **Baltimore City Department of Social Services** – 4.8 million over three years to offer workforce training to Baltimore City residents and recipients of DSS benefits

  - **Baltimore City Department of Social Services/SNAP** - $255,000 to offer workforce development training for City residents and recipients of SNAP benefits.
  - **Department of Human Services SNAP** - $1.2 million over three years to offer workforce training to Maryland residents and recipients of SNAP benefits.
  - **Department of Social Services Sequence** - $87,250 to offer workforce training specifically in healthcare to City residents

**Career Services Updates**

- 15 – Students were placed in employment opportunities in the following companies:
  - Futurecare Lochearn
  - Berry Global Group
  - KX Car Wash Service
  - Clean Harbors Waste Management Co.
  - WM Waste Management and Recycling Service
  - Kennedy Services
  - Best Friends Fur Ever
  - Seed School of Maryland
  - Grace Medical Center - LifeBridge Health
  - Legal Services, Inc.
  - UPS
  - Little Sister of the Poor
  - U. of Maryland Medical Center
  - Burger King
  - The Driven Group Transportation Service

- 1 – Student was placed in an internship with Roberta's House – Sonia Hug.
- 6 – Job Readiness *Daytime* Training Sessions were held in the following areas: CDL and CNA
- 12 – Job Readiness *Evening* Training Sessions were held in the following areas: CNA and CDL
- 17 – Student resumes were developed.
- 9 – Student resume review sessions were conducted in person.
- 4 – Student resume review sessions were conducted via Zoom.
- 3 – Mock interview sessions were conducted. Have scheduled follow-up discussions for outcomes.
- 21 – Student walk-ins for services.
- MSCHE Strategic Planning Meeting re: Mission, Vision and Values .
- Strategy meeting with MOED's Bill Carnes re: process for student referrals.
- Strategy/introduction meeting with MOED/BCPS/BCCC Blueprint initiative with Brady Wheeler.
- Conducted presentation for the Spring 2024 Near Completers students with the Office of Student Affairs .
- Attended MOED/BCPS Seniors Hiring Fair event at War Memorial.
- Strategy meeting with Gus Astifidis with Keswick MultiCare Centers re: process for student referrals.
- Attended UMMC/MOED Workforce & Wellness Resource Fair at Middle Branch Fitness & Wellness Center.
- 32 official GED exams were taken; 19 content-specific exams were passed; 5 GED content exams did not pass by 1-3 pts.
- 51 GED Ready tests were taken; 33 received a "Likely to Pass" on the GED Ready tests; 5 students missed getting a "Likely to Pass" by 1-3 pts.
- 4 additional students earned their high school diploma in March.
- 21 students earned their high school diploma so far, this fiscal year.
- 5 new students enrolled in Adult High School total of 94 to date.
- Participated Warehousing & Inventory Control Associate Orientation.
- Strategic Planning, Mission, Vision, Values Workshop.
- Attended the following career fair/hiring event: Douglas High School.

***Partnering with Baltimore City Schools*** – Several initiatives led by WDCE support implementation of the college's Career Pathways, increase early college access, and support for students' transition to college.

- Total # of PTECH Students: 256
  - Carver: 73
  - Digital Harbor (New Era): 33
  - Dunbar: 150
- P-TECH students are taking between 6 – 15 credits, 2 + classes each, this semester here at BCCC.

- PTECH Dunbar has three students currently scheduled to take their TEAS testing and will hopefully be entering BCCC's Nursing degree program at the start of SY 24-25.

- BCCC is working with Morgan State University (MSU) to develop an agreement that will allow PTECH Digital Habor students to segway from BCCC, where they'll earn their AAS in Transportation and Supply Management, into MSU, where they will earn their BAS in Supply Chain Management.

- PTECH continues to work collaboratively with external partners BCPSS schools New ERA, Dunbar, and Carver High Schools to ensure a smooth transition into college classes for students.

- PTECH works internally with a panel of BCCC departments, representatives from e-learning, IT, Student Support and Wellness Services, Center for Academic Achievement, BCCC Library, and Disability Support Services Center to best equip students for success.

- The ELS department, in partnership with City Schools, has started programming at five (5) schools: Moravia Park Elementary School, Patterson High School, Mt. Royal Elementary/Middle School, Armistead Gardens, and Furley Elementary School. The afterschool programming focuses on ESL instruction, College and Career Readiness, Dance, Sports, and STEM enrichment classes. These classes are funded through DHS-MORA's RSIG (Refugee School Impact Grant) which was renewed for FY '24. Digital Harbor HS and Hazelwood ES, have all inquired about hosting programming at their sites in FY 24.

**ENVIRONMENT SERVICES AND FACILITIES**

***Environmental Services and Facilities*** – This department provides ongoing cleaning, maintenance, and repairs for all campus facilities. This team also supports campus special events, the mailroom, and property control. In addition, the department plans and manages the 10-Year Facilities Master Plan.

**General Project Updates**

Construction continues to improve the quality of life on campus! This past month, Facilities kicked off several construction projects:

1. **Loop Road and Entrance Improvement**
    - Contractor: North Point Builders
    - Project Completed 98%
    - The contractor is conducting a survey to repair the blue emergency light located on the Liberty Avenue stairs.
2. **Camera Project**
    - Contractor: Data Network of America Inc.
    - Project Completed: 98%
    - Project Cost: $3,463,481.50
    - Duration of contract: 150 days
    - SOW: Suply and installation of 459 Verkada security cameras and 740 Door access control.
3. **Main Building Cooling Towers replacement**
    - Contractor :J.F. Fischer, Inc
    - Project Completed: 75%
    - Duration of Contract:180 days
    - Completion Date: 4/13/2024
    - Final Mechanical installations on new CT1.
4. **Bard Demolition**

- Anticipated Completion Date 07/13/2024
- Percentage of job Completed 55%
- Contract Calendar days Remaining: 122
- Time Extension Days Requested: 56
- Berg Corp. got the permit approval from Baltimore City
- Large Excavator PC-800 start demolition 3/28/24

5. **Nursing Cooling Towers replacement**
   - Contractor: BMC Services
   - Project Completed: 95%
   - The cooling tower was installed Final electrical connections to finish next week. Project will be completed on April 05, 2024
6. **Life Science & Fine Arts HVAC System Renovation.**
   - Contractor: Chilmar Corporation
   - Contract Duration: 425 days
   - Completion date:10/11/24
   - Project Complete:45%
   - Project Original Cost: $3,978,396
   - Contractor is in demolition on Fine Arts on 03/18/24 /construction phase
   - Life Sciences Building Start VAV replacement om 03/25/24
7. **Fine Arts/Gym restrooms renovations**
   - The bathrooms are 100% completed 03/15/24 and open to the public.
8. **Physical Education Center concrete columns repair**
   - Contractor: Building Concepts
   - Project Completed 75%
   - BC crews finished pouring concrete into grade beam shoring footings at struts A3, A6, A7, A8, Steel shoring struts were installed at concrete struts A2, A3, A4, and A5, with brackets and grout packs at the concrete columns at the exterior wall of the building.
9. **Exterior Doors Replacement**
   - Contractor: Bob Andrews Construction Inc.
   - Replacement of the Main doors of the Life Sciences, Physical Education, Student Services and Nursing buildings will begin on 02/26/24 and will be completed by 03/26/24.
10. **Elevator replacements**
    - Contractor: Brawner Builders / DMV Elevators
    - Consultant: Michael Blades & Associates
    - Contract Duration: 490 days
    - Completion date:07/11/24
    - Project Complete:10%
    - Project Original Cost: $2,583.810
    - Coordination meeting scheduled for 04/02/24
11. **Life Sciences Fire Alarm Replacement**
    - Purchase Order has been issued for Won-Door; The contractor will schedule the repair of the fire doors after the parts are ordered and delivered.
12. **West Pavilion Fire Alarm Replacement**
    - The new fire alarm panel has been installed and activation will be completed after the

main water valves on the exterior of the building have been repaired.

13. **Security Kiosk Replacement**
    - The Dade Star Group team began installing the roof structure, next week they will work electrical connections; the bulletproof windows will be delivered on 4/17/24; the metal roof will be delivered the week of 04/12/24 the project will be completed on 05/17/24.

**Since January 2022, the following construction projects have been completed:**

- Receiving flooring project, **Start Date**: 9/10/2022 **End Date:** 9/24/2022
- Greenhouse flooring project, **Start Date**: 4/07/2022 **End Date:** 8/15/2022
- Student Center renovation, Start **Date**: 1/10/2022 **End Date:** 3/25/2022
- South Pavilion Roof Replacement, **Start Date**: 4/12/2022 **End Date:** 7/21/2022
- South Pavilion HVAC Repairs, **Start Date**: 4/07/2022 **End Date:** 8/25/2022
- South Pavilion carpet and rubber stairwells, **Start Date**: 6/27/2022 **End Date:** 8/19/2022
- Life Science Building Chiller Repairs, **Start Date**: 3/07/2022 **End Date:** 5/16/2022
- Life Science Building IT/Data Room HVAC Upgrades, **Start Date**:3/15/2022 **End Date:** 4/20/2022
- Main Building/Nursing IT/Data Room HVAC Upgrades, **Start Date**:6/01/2022 **End Date:** 7/02/2022
- Life Science Building Duct Work Cleaning, **Start Date**:11/18/2021 **End Date:** 12/22/2021 **(This is a 2021 Project)**
- Main Building Duct Work Cleaning, **Start Date**:7/11/2022 **End Date:** 7/22/2022
- Flagpole lighting installation, **Start Date**:3/21/2022 **End Date:** 3/25/2022
- Bottle Filler Water Fountains Installation, **Start Date**:3/23/2022 **End Date:** 6/10/2022

**PUBLIC SAFETY AND SECURITY**

***Public Safety 24-hour Monitoring and Security*** -- Security for all campus locations includes camera surveillance, access control monitoring, and officers on patrol (security rounds and stations).

- Working with the Baltimore City Board of Election to host an Early Voting site at the South pavilion.
    - Equipment has started to arrive to ensure all items required to establish a voting site is in place prior to the April 28, 2024, move in date

- Public Safety provided Traffic Control support for the cooling system installation at the nursing building during the week of February 26.
- Public Safety is working with the vendor for the new card access program and CCTV.
- Public Safety, in collaboration with Baltimore City Police Department Commanders of both the Northern and Northwest District, is addressing the uptick in vehicle theft around the college by performing on-site monitoring of the Student Parking lot (Palladium) daily.
- Public Safety continues to collaborate with BCPD Northern District to support monitoring of the South Pavilion during off hours.

# Baltimore City Community College

## CABINET UPDATE

### Board of Trustees, May 2024

*Mr. Michael Thomas, Vice President, Workforce Development & Continuing Education*

**WORKFORCE DEVELOPMENT & CONTINUING EDUCATION (WDCE) DIVISION**

WDCE classes have moved to a combination of in-person and virtual instruction, with additional resources for academic support and both remote and in-person testing.

***ABE/ELS Program Improvement*** – Community ABE, ESL, and Refugee classes start each month. In addition, Citizenship classes start quarterly.

**Adult Basic Education**

- The FY 25 MD Department of Labor Continuation Grant will be submitted May 9.
    - The funding will continue to support all ABE programming and the Community ESL program.
- ABE and ESL students have formed a cohort for the IELCE/IET Warehousing training course. This is the first iteration of this combined model that isn't healthcare focused, which BCCC hopes draws a more diverse group of interested students. This combined model will allow ESL and ABE students to work together in an inclusive instructional environment. CASA de Maryland is supporting BCCC by advertising and recruiting potential students.
    - There are 15 students enrolled between ABE and ESL.
    - Orientation was held on 3.26 at South Pavilion
- ABE has registered 62 students for 10 classes starting in May.
    - 6 online classes.
    - 2 classes in corrections.
    - 2 classes at Harbor campus.
- ABE registered 368 ABE students for 19 ABE classes that started in April.
- The BCCC GED and Alternative High School Commencement planning is underway, with a tentative date of Saturday 06/08/2024 at 10am in the BCCC Fine Arts Auditorium. Arrangements are being made, such as marketing materials and brainstorming ideas for speakers and special guests.
- Opened a Saturday morning class for students who can't attend a weekday course.
- 24 official GED exams were taken; 13 content-specific exams were passed; 11 GED content exams did not pass by 1-3 pts.
- 43 GED Ready tests were taken; 28 received a "Likely to Pass" on the GED Ready tests, 14 students missed getting a "Likely to Pass" by 1-3 pts.
- 2 more students have earned their high school diploma for a total of 23 this fiscal year (2024).
- April saw the end of 4 CBO classes; this includes 2 at MOED One-Stop CBOs, 1 at Penn North Wellness & Recovery Center, and 1 at Gilmore Homes. There were 15 post-testers.

**Community ESL**

- ABE and ESL students have formed a cohort for the IELCE/IET Warehousing training course. This is the first iteration of this combined model that isn't healthcare focused, which BCCC hopes draws a more diverse group of interested students. This combined model will allow ESL and ABE students to work

together in an inclusive instructional environment. CASA de Maryland is supporting BCCC by advertising and recruiting potential students.
    - There are 15 students enrolled between ABE and ESL.
    - Orientation was held on 3.26 at South Pavilion
- 466 students have been registered this month between the Harbor, off-site community locations, and virtual. Community sites include:
    - Fallstaff ES, Curtis Bay E/MS, and Hampstead Hill Academy will host Community ESL classes in April
    - Classes are currently running at the Holabird Judy Center and at the Moravia Park Judy Center
- Saturday classes began at the Harbor on April 13 with contract training partner Thomas Shortman/32BJ.
- Classes have finished at Johns Hopkins Hospital for their staff. Classes began in January, with a second class that began at Bayview Hospital in February. JHH has requested more classes in the future.

**Partnerships**

- BCCC and CASA de Maryland continue to partner on IELCE/IET CNA, CHW, and Warehousing courses. The college expects this partnership to produce multiple cohorts and serve over 100 students per fiscal year. This partnership allows for students who need to improve their English proficiency the support they need while also taking a workforce training program. Students who complete the IELCE/IET and IET programs are far more likely to be employed in an above minimum wage position. The intensive nature of the sequence also allows for students to complete in 12 weeks or fewer.
- ABE/GED continues running classes in Corrections
- BCCC has partnered with City of Refuge to provide off-site GED preparation classes to a large population of students located in and around the center.
- The ELS department has entered a partnership with Johns Hopkins Hospital to provide contract training classes to staff at the main hospital center as well as Bayview.
- BCCC continues to partner with City Schools and local Judy Centers to provide ESL classes in the community.

**English Language Institute (ELI)**

- The semester is finishing in May, adjuncts are preparing for final exams.
- ELI continues coordinating with MSP to ensure a steady flow of information to plan for incoming Summer Bridge students who require academic ESL classes.
    - This summer, there may be as many as 75 students registered in ELI's summer bridge. In summer 2023, there were fewer than 40 total students registered.
- ELI is running 11 sections this Spring. 2 new sections were opened in February due to increased demand and to accommodate students who applied after the census date.
- ELI continues to work with admissions on ELI referrals for ESOL students.

**Citizenship and Services to Older Refugees (SOR)**

- Six (6) Citizenship classes are currently running with 36 students enrolled.
- BCCC is serving 44 SOR clients to provide resources and information about ESL and Citizenship classes (projected FY 24 total was 35).

- Contacted various senior centers for resources for SOR clients
- Reached out to all eligible PAL (Participating in American Life) clients to see if they were interested in enrolling in the PAL class
- Applied for BCHD food box delivery for Baltimore City SOR clients
- Continued outreach to new SOR clients
- Reached out to SOR clients for the Eat-together program
- Reached out to the Herring Run Library for the SOR program to inquire about running in-person classes
- Provided Senior Center information to SOR clients
- Working with the Mayor's Office of Immigrant Affairs (MIMA) to expand outreach for older refugees and permanent residents who need preparation classes for naturalization.
- Refugee Programs Manager presented at the Baltimore City Health Department of Aging in an effort to increase awareness about class offerings.
- Working with University of Maryland Extension to provide digital literacy classes to Afghan families recently resettled in Baltimore. Partnering with Dorothy I. Height Elementary School, who will provide the classroom space.

**Refugee Youth Project (RYP)**

- Awarded Afghan Support to School Impact Grant (AS2SI) Grant from DHS-MORA for $546,504 in funding to complement Refugee School Impact Grant and Refugee Youth Project (RYP).
    - Services through the Afghan Support to School Impact (AS2SI) program will enable these populations by ensuring equitable access to opportunities to thrive in the U.S, including academic and career/vocational pathways that facilitate long-term self-sufficiency.
- Programming for FY '24 is currently underway at Patterson High School, Moravia Park Elementary School, and Mt. Royal E/MS with over 150 students attending after-school classes.
- Moravia Park ES
    - 87 students currently enrolled.
    - More students potentially being enrolled
    - Six instructors and 1 site coordinator
- Furley ES
    - Let's GO Boys and Girls will be running 2 STEM classes with students starting in March
    - 70 students currently enrolled
    - Planning field trips to Sankofa and SkyZone
    - 5 instructors, 1 site coordinator
- Patterson HS
    - 25 students currently enrolled
    - 2 instructors plus AmeriCorps MICA member/RYP Specialist
    - 14 JHU International Teaching and Global Learning students volunteering both days with students plus 3 Loyola volunteers
- Mt. Royal E/MS
    - 35 students enrolled
    - JHU ITGL masters' students working after school with students and Loyola volunteers

    - Looking to schedule meeting between wellness team and State Refugee Health Coordinator (Dipti) and Refugee Mental Health Program Coordinator (Morgan)
    - RYP ran PD for teachers and staff on Refugee youth at school on 11.3
- RYP is still considering two (2) new sites for the spring: Digital Harbor HS and Hazelwood ES. Alanna Hays Met with Kristine Sieloff at Digital Harbor about starting RYP site there.
- Met with Holistic Life Foundation to discuss programming for Moravia Park
- Met with Let's Go discussing spring and summer programming
- Met with Arts for Learning; planning on running summer program with them at DIH; will support with ARPA funds

**Refugee Assistance Program (RAP)**

- 72 students were referred to RAP from the following resettlement agencies: IRC (International Rescue Committee), LSS, HIAS in March.
- 6 classes began in April
    - 2 in-person at Furley ES

***Workforce Development Program Development and Expansion*** – The Workforce Development (WD) Department continues to expand partnerships with local community and health agencies to provide opportunities for students to gain training and improve their career outlook.

**Baltimore City Schools**

- In partnership with Baltimore City Schools, WF has developed a summer training program in four (4) areas: Certified Nursing Assistant (14 students), Pharmacy Technician (7 students), Community Health Worker (15 students), and Emergency Medical Responder (EMR) (17 students). Designed for rising seniors, the summer training is scheduled to begin in June and be completed in August.
- With this programming, WF have worked in collaboration with Ed Burrell in the Emergency Medical Services Department to develop a new certification for Emergency Medical Responder. A 60-hour course that prepares students for a state and national certification.

**Department of Juvenile Services**

- WF is in the planning stages to provide workforce training to the students at Department of Juvenile Services to begin in Fall 2024 with a Cyber Security A+ course and certification.

**Childcare Training**

- In March 2024, WF began in person classes for Early Childhood Education and Childcare at South Pavilion. The training leads to the 90-hour certification from the Maryland State Department of Education (MSDE).

**IELCE/IET (Integrated English Language and Civics Education/Integrated Education and Training)**

- Recruitment and enrollment have finished for a Warehouse and Logistics cohort to begin in March of 2024 for up to twenty (20) students, who will be a mix of ESL and ABE students.
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- In July 2023, Workforce Development submitted a grant proposal for FY 2024-2026 to continue the current funding available to SNAP recipients. The proposal was to double the previous grant and provide training for up to (200) two hundred participants. BCCC has submitted the executed contract to the Department of Human Services and is awaiting return to begin serving SNAP recipients.

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**Baltimore City Department of Social Services – 4.8 million over three years to offer workforce training to Baltimore City residents and recipients of DSS benefits**

  - Baltimore City Department of Social Services/SNAP - $255,000 to offer workforce development training for City residents and recipients of SNAP benefits.
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  - Little Sister of the Poor
  - U. of Maryland Medical Center
  - Burger King
  - The Driven Group Transportation Service
- 1 – Student was placed in an internship with Catherines Family and Youth Services – Sampana Bon
- 5 – Job Readiness *Daytime* Training Sessions were held in the following areas: CDL and CNA
- 9 – Job Readiness *Evening* Training Sessions were held in the following areas: CNA and CDL
- 19 – Student resumes were developed.
- 11 – Student resume review sessions were conducted in person.
- 7 – Student resume review sessions were conducted via Zoom.
- 6 – Mock interview sessions were conducted. Have scheduled follow-up discussions for outcomes.
- 36 – Student walk-ins for services.
- Attended South Baltimore High School's Career and Resource Fair
- Meeting with Workforce Programs re: Job Readiness processes
- Attended Western High School's Career Fair
- Spring 2024 Near Completers presentation for Office of Student Affairs

- Attended Digital Harbor High School's Seniors Job Fair.
- Attended Divisional Meeting to discuss MSCHE Visit
- MSCHE Standard II Working Group meeting with MSCHE Accreditation Team
- WDCED/Partners meeting with MSCHE Accreditation Team
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**ENVIRONMENT SERVICES AND FACILITIES**

***Environmental Services and Facilities*** – This department provides ongoing cleaning, maintenance, and repairs for all campus facilities. This team also supports campus special events, the mailroom, and property control. In addition, the department plans and manages the 10-Year Facilities Master Plan.

**General Project Updates**

Construction continues to improve the quality of life on campus! This past month, Facilities kicked off several construction projects:

**Ongoing Facilities projects include:**

- Loop Road Project: The step-down transformer for the emergency call boxes has been ordered and shall be ready for installation by May 17th.
- Security Kiosk Project: The roof installation is scheduled for May 20 and the security windows for the last week of May.
    - This project will be completed by the end of May.
- The replacement of the Cooling Towers of the Main Building has been completed. Tower #1 and #2 are operable, the lower roof has been completed.
    - The Commissioning of both towers has not begun.
    - Additional work is required by Daiken and JCI regarding the communication of the Daiken cooling system and Johnson Control automation systems.
- Bard Building Demolition: 67 % completed. The demolition of the building is progressing normally and is scheduled to be completed on September 24, 2024.
- The Cooling Tower Replacement Project in the Nursing building is complete and operational.
- Life Sciences & Fine Arts HVAC Upgrades Project: has a 30% completed. Fine Arts Theater will not have Air Conditioning for two months after May 8, until the installation of the new Air Conditioning equipment in the Penthouse mechanical room.
- Two old boilers in the Life Sciences building have been demolished and will be replaced. The project will be completed on November 10, 2024.
- The project to replace seven elevators in several buildings on the Campus has begun. Work has begun on the Life Sciences building's elevator; its replacement will take nine weeks.
  A second team will begin next week with the demolition of the West Pavilion elevator. The entire project will be completed by January 02, 2025.
- The exterior door and Storefront doors replacement project has begun, which includes the two storefront doors in the Life Sciences building, all exterior doors in the Nursing building,
  two exterior doors in the Physical Education building, one door in Fine Arts, two doors in the Main Building and two doors in the Student Services Wing.
  The contractor has already started on the Nursing Building and this project will be completed in the last week of June.
- The repair of the concrete columns in the Physical Education Building is 85% complete, this week the painting of the building's cornice and the final concrete coating on the rear columns of the building began. This project is scheduled to be completed on June 20, 2024.

- Due to a total and irreparable failure of the Library's Chiller, a temporary chiller has been installed outside the building that will be in place during the Summer.

**Ongoing projects in the design stage include:**

- Dental Clinic Renovation (LSB)
- Main Building Ground and 1st floor Restrooms Renovation.
- West Pavilion Restrooms Renovation
- South Pavilion Restrooms Renovation
- West Pavilion Windows Replacement
- Life Sciences 1st and 2nd Floor Restrooms Renovation
- South Pavilion Exterior Windows Replacement
- Fine Arts Curtainwall Replacement
- Learning Commons Project (New Library)

**Since January 2022, the following construction projects have been completed:**

- Receiving flooring project, **Start Date**: 9/10/2022 **End Date:** 9/24/2022
- Greenhouse flooring project, **Start Date**: 4/07/2022 **End Date:** 8/15/2022
- Student Center renovation, Start **Date**: 1/10/2022 **End Date:** 3/25/2022
- South Pavilion Roof Replacement, **Start Date**: 4/12/2022 **End Date:** 7/21/2022
- South Pavilion HVAC Repairs, **Start Date**: 4/07/2022 **End Date:** 8/25/2022
- South Pavilion carpet and rubber stairwells, **Start Date**: 6/27/2022 **End Date:** 8/19/2022
- Life Science Building Chiller Repairs, **Start Date**: 3/07/2022 **End Date:** 5/16/2022
- Life Science Building IT/Data Room HVAC Upgrades, **Start Date**:3/15/2022 **End Date:** 4/20/2022
- Main Building/Nursing IT/Data Room HVAC Upgrades, **Start Date**:6/01/2022 **End Date:** 7/02/2022
- Life Science Building Duct Work Cleaning, **Start Date**:11/18/2021 **End Date:** 12/22/2021 **(This is a 2021 Project)**
- Main Building Duct Work Cleaning, **Start Date**:7/11/2022 **End Date:** 7/22/2022
- Flagpole lighting installation, **Start Date**:3/21/2022 **End Date:** 3/25/2022
- Bottle Filler Water Fountains Installation, **Start Date**:3/23/2022 **End Date:** 6/10/2022

**PUBLIC SAFETY AND SECURITY**

***Public Safety 24-hour Monitoring and Security*** -- Security for all campus locations includes camera surveillance, access control monitoring, and officers on patrol (security rounds and stations).

- Continue to work with the Baltimore City Board of Election as a host for Early Voting at the South pavilion.
    - Equipment has started to arrive to ensure all items required to establish a voting site is in place prior to the April 28, 2024, move in date
- Provided transportation to the Middle States Accreditation team during their visit to the College.
- Public Safety is working with the vendor for the new card access program and CCTV.
- Public Safety, in collaboration with Baltimore City Police Department Commanders of both the Northern and Northwest District, is addressing the uptick in vehicle theft around the college by performing on-site monitoring of the Student Parking lot (Palladium) daily.
- Public Safety continues to collaborate with BCPD Northern District to support monitoring of the South Pavilion during off hours.

# Baltimore City Community College

## CABINET UPDATE

### Board of Trustees, June 2024

*Mr. Michael Thomas, Vice President, Workforce Development & Continuing Education*

**WORKFORCE DEVELOPMENT & CONTINUING EDUCATION (WDCE) DIVISION**

WDCE classes have moved to a combination of in-person and virtual instruction, with additional resources for academic support and both remote and in-person testing.

***ABE/ELS Program Improvement*** – Community ABE, ESL, and Refugee classes start each month. In addition, Citizenship classes start quarterly.

**Adult Basic Education**

- ABE has registered 177 students for 10 classes starting in May.
    - 6 online classes.
    - 2 classes in corrections.
    - 4 classes at Harbor campus.
- 5 more students have earned their high school diploma for a total of 28 this fiscal year (2024).
- 38 official GED exams were taken; 22 content-specific exams were passed; 6 GED content exams did not pass by 1-3 pts.
- 78 GED Ready tests were taken; 37 received a "Likely to Pass" on the GED Ready tests, 6 students missed getting a "Likely to Pass" by 1-3 pts.
- The FY 25 MD Department of Labor Continuation Grant will be submitted May 9.
    - The funding will continue to support all ABE programming and the Community ESL program.
- ABE and ESL students have formed a cohort for the IELCE/IET Warehousing training course. This is the first iteration of this combined model that isn't healthcare focused, which BCCC hopes draws a more diverse group of interested students. This combined model will allow ESL and ABE students to work together in an inclusive instructional environment. CASA de Maryland is supporting BCCC by advertising and recruiting potential students.
    - There are 15 students enrolled between ABE and ESL.
    - Orientation was held on 3.26 at South Pavilion

**Community ESL**

- Community ESL is running 4 mini sessions for students who want to enroll before the close of the fiscal year. Four (4) classes are currently running, with over 70 students registered.
    - These students will be able to get a short course before re-registering next fiscal year for a full-length ESL class.
- 466 students have been registered this month between the Harbor, off-site community locations, and virtual. Community sites include:
    - Fallstaff ES, Curtis Bay E/MS, and Hampstead Hill Academy will host Community ESL classes in April
    - Classes are currently running at the Holabird Judy Center and at the Moravia Park Judy Center

- ESL Coordinator continues to visit classes (in person and Zoom) to talk about post-testing and summer class options.
- There is a New CASAS English exam. Testing new students and scheduling current ones to take a new CASAS assessment is now underway.
- All July classes are confirmed, and teachers have been assigned.
- Saturday classes began at the Harbor on April 13 with contract training partner Thomas Shortman/32BJ.
- Classes have finished at Johns Hopkins Hospital for their staff. Classes began in January, with a second class that began at Bayview Hospital in February. JHH has requested more classes in the future.
- ABE and ESL students have formed a cohort for the IELCE/IET Warehousing training course. This is the first iteration of this combined model that isn't healthcare focused, which BCCC hopes draws a more diverse group of interested students. This combined model will allow ESL and ABE students to work together in an inclusive instructional environment. CASA de Maryland is supporting BCCC by advertising and recruiting potential students.
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**Partnerships**

- BCCC and CASA de Maryland continue to partner on IELCE/IET CNA, CHW, and Warehousing courses. The college expects this partnership to produce multiple cohorts and serve over 100 students per fiscal year. This partnership allows for students who need to improve their English proficiency the support they need while also taking a workforce training program. Students who complete the IELCE/IET and IET programs are far more likely to be employed in an above minimum wage position. The intensive nature of the sequence also allows for students to complete in 12 weeks (about 3 months) or fewer.
- ABE/GED continues running classes in Corrections
- BCCC has partnered with City of Refuge to provide off-site GED preparation classes to a large population of students located in and around the center.
- The ELS department entered a partnership with Johns Hopkins Hospital to provide contract training classes to staff at the main hospital center and Bayview.
- BCCC continues to partner with City Schools and local Judy Centers to provide ESL classes in the community.

**English Language Institute (ELI)**

- The semester finished in May; adjuncts have given final exams and submitted grades for their students.
- ELI continues coordinating with MSP, the Testing Center, and CASA de Maryland to ensure a steady flow of information to plan for incoming Summer Bridge students who require academic ESL classes.
    - This summer, there may be as many as 75 students registered in ELI's summer bridge. In summer 2023, there were fewer than 40 total students registered.
    - The department is planning to have 4 sections running this summer, double what has historically been run.
- ELI continues to work with admissions on ELI referrals for ESOL students.

**Citizenship and Services to Older Refugees (SOR)**

- Six (6) Citizenship classes are currently running with 36 students enrolled.

- BCCC is serving 44 SOR clients to provide resources and information about ESL and Citizenship classes (projected FY 24 total was 35).
- Contacted various senior centers for resources for SOR clients
- Reached out to all eligible PAL (Participating in American Life) clients to see if they were interested in enrolling in the PAL class
- Applied for BCHD food box delivery for Baltimore City SOR clients
- Continued outreach to new SOR clients
- Reached out to SOR clients for the Eat-together program
- Reached out to the Herring Run Library for the SOR program to inquire about running in-person classes
- Provided Senior Center information to SOR clients
- Working with the Mayor's Office of Immigrant Affairs (MIMA) to expand outreach for older refugees and permanent residents who need preparation classes for naturalization.
- Refugee Programs Manager presented at the Baltimore City Health Department of Aging in an effort to increase awareness about class offerings.
- Working with University of Maryland Extension to provide digital literacy classes to Afghan families recently resettled in Baltimore. Partnering with Dorothy I. Height Elementary School, who will provide the classroom space.

**Refugee Youth Project (RYP)**

- Awarded Afghan Support to School Impact Grant (AS2SI) Grant from DHS-MORA for $546,504 in funding to complement Refugee School Impact Grant and Refugee Youth Project (RYP).
    - Services through the Afghan Support to School Impact (AS2SI) program will enable these populations by ensuring equitable access to opportunities to thrive in the U.S, including academic and career/vocational pathways that facilitate long-term self-sufficiency.
- Programming for FY '24 is currently underway at Patterson High School, Moravia Park Elementary School, and Mt. Royal E/MS with over 150 students attending after-school classes.
- Moravia Park ES
    - 87 students currently enrolled.
    - More students potentially being enrolled
    - Six instructors and 1 site coordinator
- Furley ES
    - Students attended field trips on 5/21 and 5/23 to Dreamers and Make Believers.
    - Let's GO Boys and Girls will be running 2 STEM classes with students starting in March
    - 70 students currently enrolled
    - 5 instructors, 1 site coordinator
- Patterson HS
    - Students went on a field trip to Washington, DC on 5/31.
    - 40 students currently enrolled
    - 2 instructors plus AmeriCorps MICA member/RYP Specialist
    - 14 JHU International Teaching and Global Learning students volunteering both days with students plus 3 Loyola volunteers
- Mt. Royal E/MS

    - 35 students enrolled
    - JHU ITGL masters' students working after school with students and Loyola volunteers
    - Looking to schedule meeting between wellness team and State Refugee Health Coordinator (Dipti) and Refugee Mental Health Program Coordinator (Morgan)
    - RYP ran PD for teachers and staff on Refugee youth at school on 11.3
- Summer program at DIH and PHS July 1-August 1.
- Met with Holistic Life Foundation to discuss programming for Moravia Park
- Met with Let's Go discussing spring and summer programming
- Met with Arts for Learning; planning on running summer program with them at DIH; will support with ARPA funds

**Refugee Assistance Program (RAP)**

- **97** clients were referred for the ESL services just in May from the following resettlement agencies: IRC (International Rescue Committee), LSS, HIAS in March.
- 6 classes began in April
    - 2 in-person at Furley ES
- The RAP specialist updated **318** cases in MORA with class information and notes.
    - Uploaded **630** documents for the cases.
    - Opened **20** cases in MORA as walk ins for Global Refuge and HIAS clients. Documents uploaded. Notes made.

***Workforce Development Program Development and Expansion*** – The Workforce Development (WD) Department continues to expand partnerships with local community and health agencies to provide opportunities for students to gain training and improve their career outlook.

**Baltimore City Schools**

- In partnership with Baltimore City Schools, WF has developed a summer training program in four (4) areas: Certified Nursing Assistant (14 students), Pharmacy Technician (7 students), Community Health Worker (15 students), and Emergency Medical Responder (EMR) (17 students). Designed for rising seniors, the summer training is scheduled to begin in June and be completed in August.
- With this programming, WF have worked with Ed Burrell in the Emergency Medical Services Department to develop a new certification for Emergency Medical Responder. A 60-hour course that prepares students for a state and national certification.

**Baltimore City Schools - Green Street Academy**

- Workforce Development has expanded its partnership with Baltimore City Public Schools and offered a workforce training opportunity at Green Street Academy. A Certified Nursing Assistant (CNA) cohort began in October with twenty (20) students. All students completed the class in April 2024 and attended clinicals through June to apply for their Maryland Board of Nursing (MBON) CNA certification and GNA license.

**Department of Juvenile Services**

- WF is in the planning stages to provide workforce training to the students at Department of Juvenile Services to begin in Fall 2024 with a Cyber Security A+ course and certification.

**Childcare Training**

- In March 2024, WF began in person classes for Early Childhood Education and Childcare at South Pavilion. The training leads to the 90-hour certification from the Maryland State Department of Education (MSDE).

**IELCE/IET (Integrated English Language and Civics Education/Integrated Education and Training)**

- Recruitment and enrollment have finished for a Warehouse and Logistics cohort to begin in March of 2024 for up to twenty (20) students, who will be a mix of ESL and ABE students.
    - This is the first IELCE/IET cohort not healthcare, which has widened the breadth of the student population from which BCCC could recruit.
- For FY 24 Workforce Development and the English Language Services department have coordinated with CASA of Maryland to combine English as a Second Language courses with workforce training. One cohort of Certified Nursing Assistant (CNA) began in July 2023 and certified thirteen (13) students. Another cohort began in September 2023 with eleven (11) students who completed certification January 2024. A third cohort began on January 16, with nine (9) students currently enrolled.
- In coordination with Adult Basic Education and Workforce, two (2) IET cohorts of Certified Nursing Assistant and one (1) Warehouse and Logistics training are running. BCCC will recruit up to twenty (20) students for each cohort, for up to 60 students to receive licensure/certification in addition to their high school diploma.

**CASA of Maryland**

- CASA of Maryland included BCCC as the training provider on a five (5) year grant from the Health Resources and Services Administration called the Geriatrics Workforce Enhancement Program (GWEP). The GWEP educates and trains the healthcare and supportive care workforces to care for older adults by collaborating with community partners. BCCC would provide training for Certified/Geriatric Nursing Assistant (CNA/GNA) with an extended eight (8) week clinical at assisted living facilities. This is expected to provide training for up to sixty (60) participants a year and with potentially $250,000 allocated annually as a subaward to support this initiative. BCCC would provide training for Certified/Geriatric Nursing Assistant (CNA/GNA) with an extended eight (8) week clinical at assisted living facilities. This is expected to provide training for up to sixty (60) participants a year.

**Maryland Department of Health**

- Workforce Development was awarded a grant to train and certify fifteen (15) Community Health Workers. Training began in February and will conclude in June 2024. Students are completing the required clinical hours and will register for certification with the Maryland Department of Health.

**Youth Systems Building**

**BCCC has partnered with the Mayor's Office of Employment Development (MOED), City Schools, Baltimore's Promise, and The Casey Foundation for the following funding opportunity from the U.S. Department of Labor:**

- Meetings are happening on a weekly basis between BCCC, Baltimore's Promise, MOED, and City Schools
- The Youth Systems Building (YSB) Academy will engage our proposed team over a six-month period and begin implementing systems, program, and/or policy improvements.
- The goal of YSB is to support efforts to improve employment outcomes and strengthen service delivery systems through a range of strategic planning, in-person, and virtual training and technical assistance activities.
- Participation in the Academy includes least bi-weekly coaching calls, ad hoc peer learning opportunities, and two in-person convenings in Washington, DC.

**Johns Hopkins Hospital**

- Workforce Development is coordinating with Johns Hopkins Hospital for PCT training that began in February 2024. All eight (8) JHH employees successfully completed their certifications in March 2024.

**Center for Urban Families**

- Workforce Development worked closely with the Center for Urban Families to enroll over seventy–five students in Certified Nursing Assistant (CNA) and Community Health Worker Programs (CHW), Diesel Mechanic, and Commercial Driving License (CDL) programs. The workforce department is entering the final year of the BOOST grant partnering with Center for Urban Families (CFUF). CFUF has also received funding for an additional seventy-five students (total 150).
- In partnership with MOED's Train up program, CFUF has enrolled forty-three (43) students in CNA, CDL, Cyber, and CHW programs since January 2023. More students are expected to be enrolled in the aforementioned programs in 2024.

**Goodwill Industries**

- The May Pharmacy Tech cohort is expected to enroll fifteen (15) students for completion in July
- To date in FY24, in collaboration with Goodwill, WF has trained and licensed thirty-one (31) Certified Nursing Assistants and twelve (12) Pharmacy Techs.
- The April CNA cohort of sixteen (16) completed the classroom portion and will attend clinicals in June.
- In January 2024, WF began a cohort of Certified Nursing Assistant (CNA) with eleven (11) students that completed and received certification. A Pharmacy Tech cohort of twenty (20) students is currently being trained.
- BCCC and Goodwill are partnering on an application for Employment Advancement Right Now (EARN) Program. Goodwill will recruit and support up to forty-five (45) students to complete training in Early Childhood Education and Childcare.

**University of Maryland Medical Center**

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- 9 – Student resume review sessions were conducted in person.
- 7 – Mock interview sessions were conducted.
- 25 – Student walk-ins for services.
- MSCHE (Middle States Commission on Higher Education) Visit Exit Debrief – 05/01/24.
- Attended Carver Vocational Technical High School Career Fair – 05/08/24.
- Attended Baltimore's Promise Career Bound Launch at M&T Bank Exchange – 05/15/24.
- Attended YMCA/UMMC Return Strong Expungement & Hiring Event – 05/22/24.
- Attended Benjamin Franklin High School Career Expo – 05/22/24.
- Partner meeting with Brian Ennals with Baltimore Medical Systems to discuss staffing needs – 05/29/24.

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- **Loop road Project**, BCCCs' Electrician has coordinated with North Point Builders subcontractor Glenelg in reference to acquiring the step-down transformer to be installed. Proposed installation to be completed by June 07.
- **Security Kiosk Project**: The roof and gutter were delayed in delivery from the manufacturer but have arrived and installation is scheduled for June 3, 2024. Security windows were installed on May 23 and electrical and telephone installations are installed. The Paving, Painting and Millwork work will be completed on June 14th.
- **The replacement of the Cooling Towers of the Main Building:** Johnson Control and the IT Department are working to connect the Building Automation System (BAS). Once this work is completed, the Commissioning process will begin.
- **Bard Building Demolition:** 74 % completed. Meeting with MDE to discuss erosion and sediment control plan for the next phase of demo activity (ground disturbance). Meeting with RKK, Berg, DGS, Floura Teeter, and Ed's Plant World to discuss tree planting concerns; May wants to push installation of trees to further in the fall (as compared with August) to have a higher chance of survival. TBD as we continue forward with the project and get closer to that task.
- **The Cooling Tower Replacement Project in the Nursing building** is complete and operational. The delivery of maintenance documents and training for our staff is pending.
- **Life Sciences & Fine Arts HVAC Upgrades Project:** has a 40% completed. Contractor requests to shut down LSB for 3 weeks to complete remaining VAVs and replace control valves in attic. The requested schedule is from 07/08/2024 to 07/26/2024, but for reasons of interference with the academic calendar BCCC has proposed closing it from August 9th to August 21st.
- **Elevators Renovation:** The installation of the freight elevator cabin at LSB is completed, and the control unit will be completed on June 18th. A second crew is installing the West Pavilion Elevator, which will be completed on July 16th.
- **The Exterior Door and Storefront Replacement Project:** The Exterior Doors in the Nursing Building are at 75% progress. The self-operators will be installed on June 7th. Door #1 of the Life Science Building will begin installation on June 5, 2024, and Door #2 on June 7
- **Physical Education Building Repair Concrete Columns** is in the is 90% complete. This week, the painting of the building columns on the front of the building and the concrete repair on the main central columns were done. On June 7 they will finish pouring the concrete on the front of the building, and the general cleaning of the walls and the concrete floor May 3, 2024. This project is scheduled to be completed on June 20, 2024.

**Ongoing projects in the design stage include:**

- 1. Dental Clinic Renovation (LSB)
- 2. Main Building Ground and 1st floor Restrooms Renovation.
- 3. West Pavilion Restrooms Renovation

- 4. South Pavilion Restrooms Renovation
- 5. West Pavilion Windows Replacement
- 6. Life Sciences 1st and 2nd Floor Restrooms Renovation
- 7. South Pavilion Exterior Windows Replacement
- 8. Fine Arts Curtainwall Replacement
- 9. Learning Commons Project (New Library)

**Since January 2022, the following construction projects have been completed:**

- Receiving flooring project, **Start Date**: 9/10/2022 **End Date:** 9/24/2022
- Greenhouse flooring project, **Start Date**: 4/07/2022 **End Date:** 8/15/2022
- Student Center renovation, Start **Date**: 1/10/2022 **End Date:** 3/25/2022
- South Pavilion Roof Replacement, **Start Date**: 4/12/2022 **End Date:** 7/21/2022
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- Bottle Filler Water Fountains Installation, **Start Date**:3/23/2022 **End Date:** 6/10/2022

**PUBLIC SAFETY AND SECURITY**

***Public Safety 24-hour Monitoring and Security*** -- Security for all campus locations includes camera surveillance, access control monitoring, and officers on patrol (security rounds and stations).

- BCCC, with the Baltimore City Board of Elections, provides a safe environment for Early Voting in the Primary election period. This period was from May 2, 2024, to May 9, 2024, where Public Safety provided 24-hour coverage throughout this period.
- PS is working with the contractor to establish our CCTV feed to ensure the safety of our campus as we get ready for the summer session.
- Provided transportation to the Middle States Accreditation team during their visit to the College.
- Public Safety is working with the vendor for the new card access program and CCTV.
- Public Safety, in collaboration with Baltimore City Police Department Commanders of both the Northern and Northwest District, is addressing the uptick in vehicle theft around the college by performing on-site monitoring of the Student Parking lot (Palladium) daily.
- Public Safety continues to collaborate with BCPD Northern District to support monitoring of the South Pavilion during off hours.

# Baltimore City Community College

## CABINET UPDATE

### Board of Trustees, September 2024

*Mr. Michael Thomas, Vice President, Workforce Development & Continuing Education*

**WORKFORCE DEVELOPMENT & CONTINUING EDUCATION (WDCE) DIVISION**

WDCE classes have moved to a combination of in-person and virtual instruction, with additional resources for academic support and both remote and in-person testing.

**Divisional Accomplishments:**

- The College's annual CC-3 submission to MHEC indicated that the Workforce Development and Continuing Education Division's Full Time Enrollment (FTE) increased by 40% in FY 24 as compared to FY 23.
- The following are grant renewals and continuations for FY 25 under WDCE:
    - MD Department of Health $10,059.00
    - MORA Afghan Grant (AS2SI) $546,504
    - MORA RSIG - $1,236,745
    - MORA ESOL - $410,650
    - MORA SOR - $244,312
    - IRC Citizenship - $120,000
    - DSS – July – Dec. 2024 - $753,113.03
    - ARPA (Mayor's Office) - $750,000
    - MD Labor - $1,044,693
    - DHS-SNAP - $600,000
    - **Total - $5,716,076.03**

***ABE/ELS Program Improvement*** – Adult Basic Education/GED and English as a Second Language are increasing their class offerings and diversifying modalities each month to meet the needs of prospective students.

**Adult Basic Education**

- ABE has registered 200 students for classes starting in September. 493 enrollments were processed for July classes.
    - Classes are offered online, in-person, and at the Metropolitan Transition Center
- 45 official GED exams were taken; 29 content-specific exams were passed; 6 GED content exams did not pass by 1-3 pts.
- 90 GED Ready tests were taken; 66 received a "Likely to Pass" on the GED Ready tests, and 8 students missed getting a "Likely to Pass" by 1-3 pts.
- 31 students earned their high school diploma for fiscal year (2024), including 1 student from the correctional facility, MTC earned his high school diploma.
- 6 students have earned their Maryland High School Diploma for FY 25.
- The FY 25 MD Department of Labor Continuation Grant was submitted May 9.
    - Over $1 million in funding has been approved for ABE and ESL classes, as well as IELCE/IET and IET for FY 25.

**Community ESL**

- 22 classes are currently in session
- Community ESL continues to provide instruction at off-site community locations: Fallstaff ES, Curtis Bay E/MS, and Hampstead Hill Academy, Holabird Judy Center and at the Moravia Park Judy Center
- ESL Coordinator continues to visit classes (in person and Zoom) to talk about post-testing and summer class options.
- In partnership with MD Labor, the College has adopted the new CASAS English exam. Testing new students and scheduling current ones to take a new CASAS assessment is now underway.
- Classes have finished at Johns Hopkins for employees. Classes began in January with a second cohort that began in February.
    - JHHS has requested more classes and the College will build a schedule that works for all stakeholders
- in partnership with CASA de Maryland, a new cohort for the IELCE/IET CNA training course has started with 12 students enrolled

**Partnerships**

- BCCC and CASA de Maryland continue to partner on IELCE/IET CNA, CHW, Warehousing, and in FY 25, Childcare courses. The college expects this partnership to produce multiple cohorts and serve over 100 students per fiscal year. This partnership allows for students who need to improve their English proficiency the support they need while also taking a workforce training program. Students who complete the IELCE/IET and IET programs are far more likely to be employed in an above minimum wage position. The intensive nature of the sequence also allows for students to complete in 12 weeks (about 3 months) or fewer.
- ABE/ELS Directors and Community ESL Coordinator conducted a site visit to Coty to explore ESL classes through partnership with Global Refuge, funded by MD Labor, on August 14th.
    - A second visit is pending to formalize the partnership
- ABE/GED continues running classes in Corrections and had their first student earn a HS Diploma.
- BCCC has partnered with City of Refuge to provide off-site GED preparation classes to a large population of students located in and around the center.
- The ELS department entered a partnership with Johns Hopkins Hospital to provide contract training classes to staff at the main hospital center and Bayview.
- BCCC continues to partner with City Schools and local Judy Centers to provide ESL classes in the community.

**English Language Institute (ELI)**

- ELI supported Mayor's Scholar Program (MSP) Summer Bridge by providing 3 sections of Academic English to MSP students who required ESL instruction
- ELI is currently running 2 sections of each of its courses, 16 in total, marking the area's highest total since the COVID-19 Pandemic
- ELI continues coordinating with MSP, the Testing Center, and CASA de Maryland to ensure a steady flow of information that led to successful planning for incoming Summer Bridge students who required academic ESL classes.
- ELI continues to work with admissions on ELI referrals for ESOL students.

**Citizenship and Services to Older Refugees (SOR)**

- Three (3) Citizenship classes are currently running, closing out Federal Fiscal Year 24.
- BCCC is serving 44 SOR clients to provide resources and information about ESL and Citizenship classes (projected FY 24 total was 35). These clients, if willing, will be reregistered in FY 25 to further their English language and cultural acquisition
- Contacted various senior centers for resources for SOR clients
- Reached out to all eligible PAL (Participating in American Life) clients to see if they were interested in enrolling in the PAL class
- Applied for BCHD food box delivery for Baltimore City SOR clients
- Continued outreach to new SOR clients
- Working with the Mayor's Office of Immigrant Affairs (MIMA) to expand outreach for older refugees and permanent residents who need preparation classes for naturalization.
- Refugee Programs Manager presented at the Baltimore City Health Department of Aging in an effort to increase awareness about class offerings.
- Working with University of Maryland Extension to provide digital literacy classes to Afghan families recently resettled in Baltimore. Partnering with Dorothy I. Height Elementary School, who will provide the classroom space.

**Refugee Youth Project (RYP)**

- Summer programming was a success at Patterson High School
    - 55 students enrolled in ESL, Art, and 3-D printing
- Programming for FY '25 is currently in the planning stages, but is slated to start this fall at the following schools:
    - Moravia Park ES
    - Furley ES
    - Patterson HS
    - Mt. Royal E/MS

**Refugee Assistance Program (RAP)**

- 11 classes currently running—the last for Federal Fiscal Year 24
- 75 clients were referred for the ESL services in August from the following resettlement agencies: IRC (International Rescue Committee), LSS, HIAS in March.
- 160 testing appointments have been made this month
- The RAP specialist updated **318** cases in MORA with class information and notes.
    - Uploaded **630** documents for the cases.
    - Opened **20** cases in MORA as walk ins for Global Refuge and HIAS clients. Documents uploaded. Notes made.

***Workforce Development Program Development and Expansion*** – The Workforce Development Department (WF) continues to expand partnerships with local community and health agencies to provide opportunities for students to gain training and improve their career outlook.

**Baltimore City Schools**

- In partnership with Baltimore City Schools, WF has developed a summer training program in four (4) areas: Certified Nursing Assistant (14 students), Pharmacy Technician (7 students), Community Health Worker (15 students), and Emergency Medical Responder (EMR) (17 students). Designed for rising seniors, the summer training finished in August.
    - All classroom hours are completed, and students are participating in the required clinicals.

- With this programming, WF have worked with Ed Burrell in the Emergency Medical Services Department to develop a new certification for Emergency Medical Responder. A 90-hour course that prepares students for a state and national certification.
- Workforce Development is coordinating with Vivian T Thomas Medical Arts Academy, to launch noncredit pathways in dual enrollment for Fall 2024 semester.
    - CNA (Seniors) – 10
        - CNA sequence: Medical terminology, CNA Theory, CPR, and Clinicals
    - CNA (Juniors) – 15
        - CNA sequence: Medical terminology, CNA Theory, CPR, and Clinicals
    - EMT: pending program sponsorship from BCCC

**Mayor's Office of Employment Development (MOED)**

- In Partnership, BCCC is hosting 30 Career Coaches from City Schools at its South Pavilion location. These Career Coaches were given a tour of the main campus and provided an orientation, where members of the BCCC community spoke about their specific areas and what they could offer to prospective students.
- In conjunction with the ongoing partnership with MOED and DSS, staff is attending weekly intake sessions at the MOED workforce Reception Center. At these events we present workforce training opportunities to incoming DSS participants.
- Every Thursday at MOED's Northwest Job Center, BCCC workforce staff attend a community job and training fair to engage with local community interested in workforce training.

**Childcare Training**

- In March 2024, WF began in person classes for Early Childhood Education and Childcare at South Pavilion. The training leads to the 90-hour certification from the Maryland State Department of Education (MSDE). Current enrollment can be found below.
    - Child Growth and Development (Summer): 7
    - Infant and Toddler (Summer): 19
    - Child Growth and Development (Fall): 9
    - School Age Childcare (Fall): Still recruiting for a start date of 10/14

**IELCE/IET (Integrated English Language and Civics Education/Integrated Education and Training)**

- In coordination with Adult Basic Education (ABE), WF combined GED pathways with workforce training. A Certified Nursing Assistant (CNA) cohort will begin in September to complete with CNA licensure with the Maryland Board of Nursing in December.

- Additional combined ABE and ESL cohorts in Childcare, Community Health Worker and Warehousing are being planned for FY5 completion.
- In a partnership with CASA of Baltimore, we coordinated English Second Language courses with Certified Nursing Assistant (CNA). For FY25, there are three cohorts planned. The first began in July 2024 with eleven (11) students to slated complete their training by the end of October.

**Maryland Department of Health**

- Workforce Development was awarded a grant to train and certify fifteen (15) Community Health Workers. Training began in February and concluded in June 2024. Students are completing the required clinical hours and will register for certification with the Maryland Department of Health.

**Center for Urban Families**

- Workforce Development worked closely with the Center for Urban Families to enroll over seventy–five students in Certified Nursing Assistant (CNA) and Community Health Worker Programs (CHW), Diesel Mechanic, and Commercial Driving License (CDL) programs. The workforce department is entering the final year of the BOOST grant partnering with Center for Urban Families (CFUF). CFUF has also received funding for an additional seventy-five students (total 150).
- In partnership with MOED's Train up program, CFUF has enrolled forty-three (43) students in CNA, CDL, Cyber, and CHW programs since January 2023. More students are expected to be enrolled in the aforementioned programs in 2024.

**Goodwill Industries**

- To date in FY24, in collaboration with Goodwill, WF trained and licensed thirty-one (31) Certified Nursing Assistants and twelve (12) Pharmacy Techs.
- The April CNA cohort of sixteen (16) completed the classroom portion and their clinicals in June/July.
- The May Pharmacy Tech cohort enrolled fifteen (15) students who completed their training in July.

**University of Maryland Medical Center**

- A cohort of sixteen (16) students began their Patient Care Tech (PCT) training in January and completed coursework in July 2024. These students are currently in their clinicals.
- A March cohort of eight (8) students is currently finishing up their training and will enter clinicals next month.

**Department of Human Services SNAP**

- In July 2023, Workforce Development submitted a grant proposal for FY 2024-2026 to continue the current funding available to SNAP recipients. The proposal was to double the previous grant and provide training for up to (200) two hundred participants. BCCC has submitted the executed contract to the Department of Human Services and is awaiting return to begin serving SNAP recipients.

**Baltimore City Department of Social Services**

- In partnership with the Department of Social Services, Workforce Development has coordinated with three outside vendors to provide training in Makeup artistry, Hospitality, and Financial Literacy.

**Other Funding Opportunities**

**Baltimore City Department of Social Services – 4.8 million over three years to offer workforce training to Baltimore City residents and recipients of DSS benefits**

- Baltimore City Department of Social Services/SNAP - $255,000 to offer workforce development training for City residents and recipients of SNAP benefits.
- Department of Human Services SNAP - $1.2 million over three years to offer workforce training to Maryland residents and recipients of SNAP benefits.
- Department of Social Services Sequence - $87,250 to offer workforce training specifically in healthcare to City residents

**Career Services Updates**

Job Readiness Sessions

- 4 Job Readiness Daytime Training were conducted on the following dates: Goodwill CNA – 08/01/24; 08/20/24; 08/21/24; 08/22/24.
- 6 Job Readiness Evening Training Sessions: 08/06/24, 08/07/24, 08/08/24, 08/13/24, 08/14/24, and08/15/24.

Client Services

- 27 Students were placed in employment opportunities.
- 3 students were submitted to WBJC Radio internship – Caleb Kalu, Fadilla Shaibani, Alice Andrade.
- 31 students received walk-in services.
- 14 student resumes were developed.
- 5 student resume review sessions were conducted in person.
- 9 student resume review sessions were conducted via Zoom.

Community Events

- Career Services attended the following events:
  - MOED/Westside Youth Opportunity Center Hiring Event – 08/21/24.
  - UMMC West Fest Community Resource Fair – 08/28/24.
- BCCC Student Welcome Week 2024 Resource Event – 08/28/24.
- Title II Leadership Team CO-OP (DLLR)-08/07/24.

High School Diploma Achievement and Transition Services

- For fiscal year (2024), 31 students earned their high school diploma.
  - 5 more students earned their high school diploma for a total of 6 for fiscal year (2025).
  - A total of 37 students have earned their high school diplomas for 2024 graduation ceremony.
- 94 students currently enrolled in South Baltimore Adult High School.
- Job Readiness-Classroom Visit to ABE-08/07/24.

***Partnering with Baltimore City Schools*** – Several initiatives led by WDCE support implementation of the college's Career Pathways, increase early college access, and support for students' transition to college.

- Total # of PTECH Students: 200
  - Carver: 60
  - Digital Harbor: 40
  - Dunbar: 100
- P-TECH students are taking between 6 – 15 credits, 2 + classes each, this Fall 2024 semester here at BCCC.

- BCCC is working with Morgan State University (MSU) to develop an agreement that will allow PTECH Digital Habor students to segway from BCCC, where they'll earn their AAS in Transportation and Supply Management, into MSU, where they will earn their BAS in Supply Chain Management.

- PTECH continues to work collaboratively with external partners BCPSS schools Digital Harbor, Dunbar, and Carver High Schools to ensure a smooth transition into college classes for students.

- PTECH works internally with a panel of BCCC departments, representatives from e-learning, IT, Student Support and Wellness Services, Center for Academic Achievement, BCCC Library, and Disability Support Services Center to best equip students for success.

- The ELS department, in partnership with City Schools, has started programming at four (4) schools: Moravia Park Elementary School, Patterson High School, Mt. Royal Elementary/Middle School, and Furley Elementary School. The afterschool programming focuses on ESL instruction, College and Career Readiness, Dance, Sports, and STEM enrichment classes. These classes are funded through DHS-MORA's RSIG (Refugee School Impact Grant) which was renewed for FY '25. Digital Harbor HS and Hazelwood ES, have all inquired about hosting programming at their sites in FY 25.

**ENVIRONMENT SERVICES AND FACILITIES**

***Environmental Services and Facilities*** – This department provides ongoing cleaning, maintenance, and repairs for all campus facilities. This team also supports campus special events, the mailroom, and property control. In addition, the department plans and manages the 10-Year Facilities Master Plan.

**General Project Updates**

Construction continues to improve the quality of life on campus! This past month, Facilities kicked off several construction projects:

**Loop Road Project**

- The Loop Road Project has been completed and the new exit is opened for use. Please use caution when exiting, right turn only and yield to oncoming vehicular and pedestrian traffic.
- Reminder to slow down, the posted speed limit is 10 miles per hour. Facilities will erect additional signage at the front of the campus and in all parking lot transitional areas.

**Security Kiosk, Main Entrance**

- The security kiosk is complete and is in use by our Public Safety Officers. We have upgraded the facility to provide the necessary protections required by today's security standards.

**Bard Building Demolition**

- The demolition of the Bard building is 90% complete, the building and all materials have been removed from the site and preparation has begun to prepare the site for the planting of trees and grass. We anticipate completion during the month of October, weather permitting.

**Life Science Building Gas Line Replacement/Repair**

- Due to a gas leak previously reported, the gas remains turned off until all work is completed. This requires the contractor to apply for a permit from Baltimore City and inspections by the appropriate agencies. All parts have been ordered and as soon as the city releases the permit, the work will start. The replacement/repairs will take about two days. In our efforts to keep everyone safe, the gas will remain turned off until all permit requirements have been satisfied and certified City inspectors has cleared the lines for the restart of gas. We will keep you updated.

**Life Science Building (LSB)/Fine Arts Building HVAC Upgrade Project**

- This project is 65% complete with all chillers in place and the boiler work has begun. We anticipate reopening the Fine Arts Theater by the end of September and all work completed by October 31, 2024

**Elevator Replacements**

- The installation of the freight elevator in LSB is 99% complete, the next phase is the installation of the emergency phone, and cameras. The installation of the West and South Pavilion elevators are 80-90% complete. We anticipate completion by mid-October. The contractor will start replacing the elevator in the Physical Education Center when we return from the holiday Tuesday. This process will take about 90 days to complete. We will provide advance notice on the next phase as we continue with the replacement of elevators throughout the Campus.

**Ongoing projects in the design stage include:**

- Dental Clinic Renovation (LSB)
- Main Building Ground and 1st floor Restrooms Renovation.
    - The specifications and Design have been sent to the Purchasing Dept to be published in e-MMA to be bid on the construction project.
- West Pavilion Restrooms Renovation
    - The Architect has sent 95% of the designs to BCCC for review and comment
- South Pavilion Restrooms Renovation
    - The Architect has sent 95% of the designs to BCCC for review and comment
- West Pavilion Windows Replacement
    - The Architect has sent 95% of the designs to BCCC for review and comment

- Life Sciences 1st and 2nd Floor Restrooms Renovation
    - The Architect has sent Finishes board to BCCC for review and selection
- South Pavilion Exterior Windows Replacement
- Fine Arts Curtainwall Replacement
    - 50% Construction Documents: 50% construction documents will begin once the Structural Engineers fee proposal has been approved by DPRB/BPW. Waldon Studios mentioned that the work should take approximately 30 days to complete.
    - Walson Studios will provide samples that closely resemble the adjacent building for BCCC review and approval.
- Learning Commons Project (New Library)
    - AE provided documentation for a new subconsultant, changes to paperwork, etc. pushed BPW approval to 8/7/24 Agenda.
    - Schedule Project Kickoff for 9/10 (date/time TBD by BCCC)
- North Pavilion Demolition.
    - DGS PM has reviewed and approved the Part 2 program. However, DGS PM is waiting on DBM to finalize their review in reference to the Part 1 program prior to procuring an Architect.
    - The design phase of the work is planned for the fiscal year 2026.
- Wellness Center.
    - BCCC coordinated with Colimore Architects to facilitate document downloads based on data submission on 7/12/24. DGS PM will schedule to meet with BCCC leadership to provide a comprehensive progress report.
- Facilities Building.
    - Second Draft Part 1 & 2 for informal DGS review; Update 4/12/24 – DGS reaching out to AE for update; Update 6/21/24 - Draft submitted on 6/7/24 for DGS and BCCC review.
- Nursing Building
    - BCCC provided comments and updated parts 1 and 2 of revised program 9/6/24 in response to DBM comments.

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**PUBLIC SAFETY AND SECURITY**

***Public Safety 24-hour Monitoring and Security*** -- Security for all campus locations includes camera surveillance, access control monitoring, and officers on patrol (security rounds and stations).

- Working in collaboration with both Baltimore City School Police Department and Morgan State University Police Department to meet the entry level Maryland Police and Training Commission standards for new hires.
- In collaboration with BCPD, Public Safety will host an "Active Shooter" presentation for the College community on Wednesday September 19, 2024.
- Collaborating with all facility vendors to ensure the safety of students, staff and faculty while various projects are underway on the main campus and offsite locations.
- Public Safety, in collaboration with Baltimore City Police Department Commanders of both the Northern and Northwest District, is addressing the uptick in vehicle theft around the college by performing on-site monitoring of the Student Parking lot (Palladium) daily.

# Baltimore City Community College

## CABINET UPDATE

### Board of Trustees, October 2024

*Mr. Michael Thomas, Vice President, Workforce Development & Continuing Education*

**WORKFORCE DEVELOPMENT & CONTINUING EDUCATION (WDCE) DIVISION**

WDCE classes have moved to a combination of in-person and virtual instruction, with additional resources for academic support and both remote and in-person testing.

**Divisional News/Accomplishments:**

- The ESOL FTE report was submitted to MHEC on October 1, 2024
  - FTE increased by 32% in FY 24 as compared to FY 23
- City Schools and MOED Blueprint for Maryland's Future: City Schools moved into South Pavilion in September 2024 to provide middle and high school students with career counseling. Students can choose one or more post-secondary and career readiness pathways.
- Merit Scholars are scheduled to visit the campus on October 5, 2024, from 8am-3pm. The Merit Scholars Program in partnership with WDCE educates and empowers students from underrepresented backgrounds to become health professionals and change agents who advance equity. Below are some of the after-school activities Merit provides:
  - Saturday College Prep Classes
  - Professional Internships
  - College Admissions Guidance
  - Academic Support
- WDCE and the Dept. of Corrections are partnering to host a Veterans Outreach event on Oct. 26, 2024, from 8am-6pm, Representatives from the Dept of Veterans Affairs will be available to assist veterans with:
  - Filing/updating and the current status of individual VA disability claims
  - Discuss VA Health Care benefits and services
  - Provide the most current information regarding benefits
  - Survivor benefits
  - Discuss VA center counseling
  - Provide information on veteran burial benefits
- Election 2024:
  - BCCC will be one (1) of several Baltimore City Early Voting sites for the upcoming General Election period starting on October 24, 2024, ending October 31, 2024, from 7am-7pm at our South Pavilion location.
  - The Board of Elections has placed the drop box for early voting ballots at the front of the main entrance to the South Pavilion. The election drop box is monitored 24 hours a day by surveillance cameras provided by the City of Baltimore.
- The following are grant renewals and continuations for FY 25 under WDCE:
  - MD Department of Health $10,059.00
  - Maryland Office for Refugees and Asylees (MORA) Afghan Grant (AS2SI) $546,504
  - MORA Refugee School Impact Grant (RSIG) - $1,236,745
  - MORA English to Speakers of Other Languages (ESOL) - $410,650
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  - International Rescue Committee (IRC) Citizenship - $120,000

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- Maryland Department of Labor - $1,044,693
- Department of Human Services (DHS)- Supplemental Nutrition Assistance Program (SNAP) - $600,000
- **Total - $5,716,076.03**

***ABE/ELS Program Improvement*** – Adult Basic Education/GED and English as a Second Language are increasing class offerings and diversifying modalities each month to meet the needs of prospective students.

**Adult Basic Education**

- 556 ABE registrations were submitted for September.
- 35 ABE classes in September
    - 11- In Person, 2 - IET Online, 4 - Corrections, 18 - Online.
- Forty-five (45) official GED exams were taken; 27 content-specific exams were passed; 67 GED content exams did not pass by 1-3 pts.
- Sixty-three (63) GED Ready tests were taken; 40 received a "Likely to Pass" on the GED Ready tests, and 4 students missed getting a "Likely to Pass" by 1-3 pts.
- Five (5) more students earned their Maryland High School Diploma this month, bringing the total to 11 for FY 25.
- Thirty-one (31) students earned their high school diploma for fiscal year (2024), including 1 student from the correctional facility, MTC earned his high school diploma.

**Community ESL**

- Twenty-one (21) classes will be starting between September and October
- Community ESL continues to provide instruction at off-site community locations: Fallstaff ES, Curtis Bay Elementary/Middle School, and Hampstead Hill Academy, Holabird Judy Center and at the Moravia Park Judy Center
- ESL Coordinator continues to visit classes (in person and Zoom) to discuss and ensure students are ready for post-testing and have the necessary information to select summer class options.
- In partnership with MD Labor, the WDCE has adopted the new CASAS English exam. Testing new and scheduling current students to take a new CASAS assessment is now underway.
- Classes have finished at Johns Hopkins Hospital for employees.
    - JHHS has requested more classes and the WDCE will build a schedule that works for all stakeholders
- In partnership with CASA de Maryland, a new cohort for the Integrated English Language and Civics Education/Integrated Education and Training (IELCE/IET) Certified Nursing Assistant (CNA) training course started in August with 12 students enrolled.
    - Planning for future Warehousing and Childcare cohorts has started

**Partnerships**

- WDCE and CASA de Maryland continue to partner on IELCE/IET CNA, Community Health Worker, Warehousing, and in FY 25, Childcare courses. The college expects this partnership to produce multiple cohorts and serve over 100 students per fiscal year. This partnership allows for students seeking to

improve their English proficiency, the support they need while also participating in a workforce training program leading to an industry credential. Students who complete the IELCE/IET and IET programs are far more likely to be employed in a living wage position. The intensive nature of the sequence also allows for students to complete in 12 weeks or less.

- ABE/ELS Directors and Community ESL Coordinator have formalized a partnership with Coty and Global Refuge to provide contract training ESL classes to their employees.
    - Testing dates are currently being discussed and the preliminary start date for classes is October 18
- ABE/GED continues conducting classes at the Correctional Facilities for incarcerated inmates. Our instructors facilitated the first student/inmate to earn a HS Diploma.
- BCCC has partnered with City of Refuge to provide off-site GED preparation classes to a large population of students located in and around the center.
- The ELS department entered a partnership with Johns Hopkins Hospital to provide contract training classes to staff at the main hospital center and Bayview.
- BCCC continues to partner with City Schools and local Judy Centers to provide ESL classes in the community.

**English Language Institute (ELI)**

- ELI submitted 256 registrations for Fall 2024, it's highest count since the pandemic.
- ELI is currently running 2 sections of each of its courses, 16 in total, marking the area's highest total since the COVID-19 Pandemic
- ELI coordinated with Mayor's Scholar Program, the Testing Center, and CASA de Maryland to ensure a steady flow of information that led to successful planning for incoming Summer Bridge students who required academic ESL classes.
- ELI continues to work with admissions on ELI referrals for ESOL students.

**Citizenship and Services to Older Refugees (SOR)**

- Three (3) Citizenship classes are currently running, closing out Federal Fiscal Year 24.
- BCCC is serving 44 SOR clients to provide resources and information about ESL and Citizenship classes (projected FY 24 total was 35). These clients, if willing, will be reregistered in FY 25 to further their English language and cultural acquisition
- Contacted various senior centers for resources for SOR clients
- Reached out to all eligible PAL (Participating in American Life) clients to see if they were interested in enrolling in the PAL class
- Applied for BCHD food box delivery for Baltimore City SOR clients
- Continued outreach to new SOR clients
- Working with the Mayor's Office of Immigrant Affairs (MIMA) to expand outreach for older refugees and permanent residents who need preparation classes for naturalization.
- Refugee Programs Manager presented at the Baltimore City Health Department of Aging in an effort to increase awareness about class offerings.
- Working with University of Maryland Extension to provide digital literacy classes to Afghan families recently resettled in Baltimore. Partnering with Dorothy I. Height Elementary School, who will provide the classroom space.

**Refugee Youth Project (RYP)**

- Programming for FY ’25 is currently in the planning stages, but is slated to start this fall at the following schools:
    - Moravia Park ES
    - Furley ES
    - Patterson HS
    - Mt. Royal E/MS
- Currently coordinating volunteer recruitment via Loyola University
- Summer programming was a success at Patterson High School
    - 55 students enrolled in ESL, Art, and 3-D printing

**Refugee Assistance Program (RAP)**

- Eleven (11) classes currently running—the last for Federal Fiscal Year 24
- Sixty (60) clients were referred for the ESL services in September from the following resettlement agencies: IRC (International Rescue Committee), Lutheran Social Services (LSS), Hebrew Immigrant Aid Society (HIAS) in March.
- Testing appointments have been made with over 100 students this month
- The RAP specialist continued to update refugee client cases in MORA with class information and notes.
    - Uploaded documents for the cases.
    - Opened cases in MORA as walk ins for Global Refuge and HIAS clients. Documents uploaded. Notes made.

***Workforce Development Program Development and Expansion*** – The Workforce Development Department (WF) continues to expand partnerships with local community and health agencies to provide opportunities for students to gain training and improve their career outlook.

**Enrollment Update for September**

- **Cybersecurity**
    - A+ - 5 total classes, 91 students enrolled, 23 certified as of today
    - Network+ - 2 total classes, 41 students enrolled
    - Security + - 2 total classes, 31 students enrolled
    - Microsoft class- 1 class, 10 students enrolled
- **Hospitality -** 1 class, 6 enrolled
- **Construction -** 2 classes, 21 enrolled
- **OSHA 10 –** 1 class, 11 enrolled
- **Diesel Mechanic–** 1 class, 9 enrolled
- **Childcare –** 4 classes, 19 enrolled, 6 completed
- **Commercial Driver's License (CDL) Class B –** 5 classes, 68 enrolled, 4 licensed

**Healthcare**

**Open Enrollment:**

- Patient Care Technician (PCT) Course:
  - 1 class starting, 11 students enrolled, scheduled to complete 12/20/2024.
- Certified Medicine Aide (CMA) Update Class:
  - 1 class, 10 students enrolled, 10 successfully completed the class.
- Community Health Worker (CHW) Course:
  - 1 class starting, 15 students enrolled, scheduled to complete 1/20/2025.
- Pharmacy Technician Course:
  - 2 classes starting, 24 total enrolled, both scheduled to complete in February of 2025.
- Venipuncture Course:
  - 1 class starting, 23 students enrolled, scheduled to complete 2/21/2025.
- Certified Nursing Assistant (CNA) Course:
  - 1 class starting, 27 students enrolled, scheduled to complete 2/28/2025.
- Certified Nursing Assistant (CNA) Theory:
  - continuation from the August PM CNA course, 23 students are enrolled, students are scheduled to complete the full CNA course 11/22/2024.

**Contract Training:**

- Green Street Academy:
  - One (1) CNA course, 18 students enrolled
  - Scheduled to complete in June of 2025
- Vivien T. Thomas (VTT):
  - Two (2) CNA courses, 31 total students enrolled
  - VTT Juniors are scheduled to complete in June of 2025
  - VTT Seniors are scheduled to complete in November of 2024.
- CNA-IET—(students recruited from BCCC ABE/GED program):
  - One (1) CNA course, 23 students enrolled
  - Scheduled to complete on 12/20/24.
- Goodwill:
  - Pharmacy Theory runs 9/10/24-10/28/24, continuation of the August Pharmacy cohort
  - Eight (8) students enrolled
  - Scheduled to complete the entire Pharmacy course on 11/29/2024.

**Partnerships and Community Events**

**Baltimore City Schools**

- In partnership with Baltimore City Schools, WDCE developed a summer training program in four (4) areas: Certified Nursing Assistant (14 students), Pharmacy Technician (7 students), Community Health Worker (15 students), and Emergency Medical Responder (EMR) (17 students). Designed for rising seniors, the summer training finished in August.
  - All classroom hours are completed, and students are participating in the required clinicals.

- With this programming, WDCE has worked with Ed Burrell in the Emergency Medical Services Department to develop a new certification for Emergency Medical Responder. A 90-hour course that prepares students for a state and national certification.
- Workforce Development is coordinating with Vivian T Thomas Medical Arts Academy, to launch noncredit pathways in dual enrollment for Fall 2024 semester.

**Mayor's Office of Employment Development (MOED)**

- In Partnership, BCCC is hosting 30 Career Coaches from City Schools at its South Pavilion location. These Career Coaches were given a tour of the main campus and provided an orientation, where members of the BCCC community spoke about their specific areas and what they could offer to prospective students.
- In conjunction with the ongoing partnership with MOED and DSS, staff is attending weekly intake sessions at the MOED workforce Reception Center. At these events we present workforce training opportunities to incoming DSS participants.
- Every Thursday at MOED's Northwest Job Center, BCCC workforce staff attend a community job and training fair to engage with local community interested in workforce training.

**IELCE/IET (Integrated English Language and Civics Education/Integrated Education and Training)**

- In coordination with Adult Basic Education (ABE), WF combined GED pathways with workforce training. A Certified Nursing Assistant (CNA) cohort will begin in September to complete with CNA licensure with the Maryland Board of Nursing in December.
- Additional combined ABE and ESL cohorts in Childcare, Community Health Worker and Warehousing are being planned for FY5 completion.
- In a partnership with CASA of Baltimore, we coordinated English Second Language courses with Certified Nursing Assistant (CNA). For FY25, there are three cohorts planned. The first began in July 2024 with eleven (11) students to slated complete their training by the end of October.

**Center for Urban Families** (CFUF)

- Workforce Development worked closely with the Center for Urban Families to enroll over seventy–five students in Certified Nursing Assistant (CNA) and Community Health Worker Programs (CHW), Diesel Mechanic, and Commercial Driving License (CDL) programs. The workforce department is entering the final year of the BOOST grant partnering with Center for Urban Families. CFUF has also received funding for an additional seventy-five students (total 150).
- In partnership with MOED's Train up program, CFUF has enrolled forty-three (43) students in CNA, CDL, Cyber, and CHW programs since January 2023. More students are expected to be enrolled in the aforementioned programs in 2024.

**Goodwill Industries**

- To date in FY24, in collaboration with Goodwill, WF trained and licensed thirty-one (31) Certified Nursing Assistants and twelve (12) Pharmacy Techs.
- The April CNA cohort of sixteen (16) completed the classroom portion and their clinicals in June/July.
- The May Pharmacy Tech cohort enrolled fifteen (15) students who completed their training in July.

**University of Maryland Medical Center**

- A cohort of sixteen (16) students began their Patient Care Tech (PCT) training in January and completed coursework in July 2024. These students are currently in their clinicals.
- A March cohort of eight (8) students is currently finishing up their training and will enter clinicals next month.

**Department of Human Services SNAP**

- In July 2023, Workforce Development submitted a grant proposal for FY 2024-2026 to continue the current funding available to SNAP recipients. The proposal was to double the previous grant and provide training for up to (200) two hundred participants. BCCC has submitted the executed contract to the Department of Human Services and is awaiting return to begin serving SNAP recipients.

**Baltimore City Department of Social Services**

- In partnership with the Department of Social Services, Workforce Development has coordinated with three outside vendors to provide training in Makeup artistry, Hospitality, and Financial Literacy.

**Baltimore Urban League**

- In cooperation with Greater Baltimore Urban League, WF participated in a Career & Resource Fair at Enoch Pratt Free Library. The Workforce Staff enrolled seventeen students in upcoming classes and interacted with over seventy community members.

**Other Funding Opportunities**

**Baltimore City Department of Social Services – 4.8 million over three years to offer workforce training to Baltimore City residents and recipients of DSS benefits**

  - Baltimore City Department of Social Services/SNAP - $255,000 to offer workforce development training for City residents and recipients of SNAP benefits.
  - Department of Human Services SNAP - $1.2 million over three years to offer workforce training to Maryland residents and recipients of SNAP benefits.
  - Department of Social Services Sequence - $87,250 to offer workforce training specifically in healthcare to City residents

**<u>Career Services Updates</u>**

Job Readiness Sessions

- Three (3) Job Readiness Daytime Training Sessions were conducted:
  - On 09/24/24, 09/25/24, and 09/26/24, those 3 classes were composed of students from workforce programs: Phlebotomy, Certified Nursing Assistant, Community Health Worker, Certified Medicine Aide, Patient Care Technician, Cybersecurity, Pharmacy Technician and Microsoft Administration.
- Six (6) Job Readiness Evening Training Sessions were conducted:

- On 09/10/24, 09/11/24, and 09/12/24, those 3 classes were composed of students from workforce programs: Pharmacy Technician, Patient Care Technician, CDL-B, Community Health Worker, Certified Medicine Aide, and Phlebotomy.
- On 09/17/24, 09/18, 24 and 09/19/24 those 3 classes were composed of students from workforce programs: Multi-skilled Medical Technician, Phlebotomy, Pharmacy Technician, Community Health Worker, Certified Nursing Assistant, and Certified Medicine Aide.

Client Services

- Sixty-two (62) Students were placed in employment opportunities with employer-partners. Pay rates ranged from $15.25 - $28.00 per hour, with an average of $18.50 per hour. The majority of students placed at Johns Hopkins, UMMC, Life Bridge Health, McCormick, Amazon and Holly Poultry.
- Three (3) students were submitted to WBJC Radio internship
- Twenty-six (26) student walk-ins for Career Services assistance:
  - 12 – resume development
  - 6 – internship opportunities
  - 3 – job search assistance
  - 3 – employment assistance
  - 2 – mock interviews
- Fifteen (15) student resumes were developed.
- Three (3) student resume review sessions were conducted in person.
- Twelve (12) student resume review sessions were conducted via Zoom.
- Meeting with Leo Lara with the Physical Therapy & Sports Medicine Center to discuss prospective partnership and employment opportunities for physical therapy assistants, which resulted in 2 placements – 09/09/24.

Community Events

- Career Services attended the following events:
- UMMC/Baltimore's Promise meet and greet event for the 4 Patient Care Technicians who are graduating from the PCT program and are beginning employment with UMMC in October 2024 – 09/11/24.
- Zoom information session and afterwards discussed prospective partnership to address the employment needs of Northop Grumman with Debra Carr, Principal Talent Acquisition Partner. Debra will forward student employment opportunities tailored to student career goals and schedules – 09/17/24.
- MOED's 2024 Healthcare Job Fair at Middle Branch Wellness & Fitness Center, where 56 students expressed interest and signed up for more information on our workforce healthcare programs. Follow-up with those interested students will be conducted by the healthcare programs coordinator – 09/19/24.

High School Diploma Achievement and Transition Services

- For fiscal year (2024), 31 students earned their high school diploma.
  - 5 more students earned their high school diploma for a total of 6 for fiscal year (2025).

  - A total of 42 students have earned their high school diplomas for 2024 graduation ceremony.
  - Two (2) students from SBAH earned their high school diplomas.
- Ninety-four (94) students currently enrolled in South Baltimore Adult High School.
- Assisted eight (8) walk-in students at the Harbor Campus to assist w/disability services, resumes, and listings of available jobs.
- Facilitated (2) CNA Information Sessions for upcoming October Integrated Education Training Session.09/10/24
- Attended GED Orientation for students starting classes in October. (Presented available services for the Career Center) 09/25/24.

***Partnering with Baltimore City Schools*** – Several initiatives led by WDCE support implementation of the college's Career Pathways, increase early college access, and support for students' transition to college.

- Total # of Pathways in Technology Early College High School (PTECH) Students: 200
  - Carver: 60
  - Digital Harbor: 40
  - Dunbar: 100
- P-TECH students are taking between 6 – 15 credits, 2 + classes each, this Fall 2024 semester here at BCCC.

- BCCC is working with Morgan State University (MSU) to develop an agreement that will allow PTECH Digital Habor students to segway from BCCC, where they'll earn their AAS in Transportation and Supply Management, into MSU, where they will earn their BAS in Supply Chain Management.

- PTECH continues to work collaboratively with external partners BCPSS schools Digital Harbor, Dunbar, and Carver High Schools to ensure a smooth transition into college classes for students.

- PTECH works internally with a panel of BCCC departments, representatives from e-learning, IT, Student Support and Wellness Services, Center for Academic Achievement, BCCC Library, and Disability Support Services Center to best equip students for success.

- The ELS department, in partnership with City Schools, has started programming at four (4) schools: Moravia Park Elementary School, Patterson High School, Mt. Royal Elementary/Middle School, and Furley Elementary School. The afterschool programming focuses on ESL instruction, College and Career Readiness, Dance, Sports, and STEM enrichment classes. These classes are funded through DHS-MORA's RSIG (Refugee School Impact Grant) which was renewed for FY '25. Digital Harbor HS and Hazelwood ES, have all inquired about hosting programming at their sites in FY 25.

**ENVIRONMENT SERVICES AND FACILITIES**

***Environmental Services and Facilities*** – This department provides ongoing cleaning, maintenance, and repairs for all campus facilities. This team also supports campus special events, the mailroom, and property control. In addition, the department plans and manages the 10-Year Facilities Master Plan.

**General Project Updates**

Construction continues to improve the quality of life on campus! This past month, Facilities kicked off several construction projects:

- **Completed – 9/13/2024 - Main gas line replacement in the Life Sciences building**
  Contractor Warrior Plumbing and Heating Co.

- **Replacement of the Cooling Towers of the Main Building**
  - RMF Engineers and JCI - Commissioning is projected to commence on 09/26/24 once the additional data has been completed by JCI and submitted to JCI for review.
  - A maximum of 2 weeks to complete and submit final data to the contractor.

- **Bard Building Demolition:**
  - Work Completed is 96 %. Change Order received and will process PCO for brick paving of a small sidewalk area.
  - The project is estimated to be completed by November 10, 2024.

- **Life Sciences & Fine Arts HVAC Upgrades Project:**
  - The Work is 80% Boilers installation to be completed by 10/15/2024
  - At Fine Arts, the works to replace the electrical panels will be completed on 10/9/2024.

- **Elevators Renovation:**
  - **Life Science Building**:
  - The Public Safety Dept. will need to set up a monitor/workstation in the public safety control room for video communication.
  - DMV will provide training on RATH Portal use after registration is complete by BCCC.
  - Auto dialers need to be removed from all new elevators/elevators currently under construction.
  - The installation of the freight elevator in the Life Science building is 99% complete, pending the installation of the emergency telephone, camera and final inspection. Elevator inspections currently have a 2-4-week lead time.
  - Inspections to be scheduled for Life Sciences #2 and West Pavilion as soon as phone line and emergency response video system are up and running
  - Inspection to be scheduled for South Pavilion #2 within the next few weeks
  - Old elevators need to be maintained on the existing phone line auto dialers until taken over by construction.
  - **West Pavilion Elevator** 99% Completed. pending the installation of the emergency telephone, camera and final inspection.
  - **South Pavilion Elevator #2,** The Work is 88% completed**,** Piston installation has been completed, Elevator installation is expected to be completed by 9/27/24
  - **Gymnasium:** All equipment has been placed on the jobsite, which will begin installation on 9/3/2024 and will last 90 days due to the installation of a new piston.
- **The Exterior Door and Storefront Replacement Project**
  - Andrews Construction Inc. The installation of the exterior doors in the Nursing Building, Life Sciences Building, Fine Arts Building, Student Services Building, Shipping and Receiving Building and Gymnasium is 98% complete.
  - Biztec's proposal is pending a purchase order for the installation of an automatic system on the doors of the Life Sciences Building and the Fine Arts Building and a request has been

submitted to Procurement for the issuance of the purchase order. Work to install the exterior doors on this contract is scheduled to be completed by 10/20/2024.

## Ongoing projects in the design stage include:

- **Dental Clinic Renovation (LSB)**
  - BCCC Approved the 75% CD Design on a Zoom Metting on 9/26/24, Colimore Architects will send the 95% by 10/18/204.
  - Colimore Architects will send a panel of finishes with a minimum of (3) options for presentation to Leadership for selection.
  - Colimore will send an updated schedule with the phases to complete the project.
- **Main Building Ground and 1st floor Restrooms Renovation.**
  - The specifications and Design have been sent to the Purchasing Dept to be published in e-MMA to be bid on the construction project.
- **West Pavilion Restrooms Renovation**
  - The Architect has sent 95% of the designs to BCCC for review and comment
- **South Pavilion Restrooms Renovation**
  - The Architect has sent 95% of the designs to BCCC for review and comment
- **West Pavilion Windows Replacement**
  - The Architect has sent 95% of the designs to BCCC for review and comment
- **Life Sciences 1st and 2nd Floor Restrooms Renovation**
  - The Architect has sent finishing boards to BCCC for review and selection
- **Fine Arts Curtainwall Replacement**
  - 50% Construction Documents: 50% construction documents will begin once the Structural Engineers fee proposal has been approved by DPRB/BPW. Waldon Studios reported that the work should take approximately 30 days to complete.
  - Walson Studios will provide samples that closely resemble the adjacent building for BCCC review and approval.

- **Learning Commons Project (New Library)**

  Schedule Project Kickoff held with BCCC, DGS, and Cannon Design on 9/10/2024
- **North Pavilion Demolition**
  - DGS PM has reviewed and approved the Part 2 program. However, DGS PM is waiting on DBM to finalize their review in reference to the Part 1 program prior to procuring an Architect.
  - The design phase of the work is planned for the fiscal year 2026.
- **Wellness Center**
  - BCCC coordinated with Colimore Architects to facilitate document downloads based on data submission on 7/12/24. DGS PM will be in touch with Colimore Architects to provide a progress report and schedule a workshop.
- **Facilities Building**
  - Second Draft Part 1 & 2 for informal DGS review; Update 4/12/24 – DGS reaching out to AE for update; Update 6/21/24 - Draft submitted on 6/7/24 for DGS and BCCC review.
- **Nursing Building**
  - BCCC will provide comments and parts 1 and 2 of revised program in response to DBM comments; UPDATE 7/12/24: BCCC response forthcoming.

**PUBLIC SAFETY AND SECURITY**

***Public Safety 24-hour Monitoring and Security*** -- Security for all campus locations includes camera surveillance, access control monitoring, and officers on patrol (security rounds and stations).

- Coordinated with Baltimore City Police Department professional development, "Active Shooter Training" for faculty and staff on October 2, 2024, in person at the Mini Conference Center.
- Partnering with the Baltimore City Board of Elections in preparation for Early Voting in October. BCCC is a host site with access to a ballot box.
- Working in collaboration with the Maryland State Department of Correctional Service to support Veterans.

# Baltimore City Community College

## PRESIDENT'S REPORT

### Board of Trustees, November 2024

*Mr. Michael Thomas, Vice President, Workforce Development & Continuing Education*

**WORKFORCE DEVELOPMENT & CONTINUING EDUCATION (WDCE) DIVISION**

WDCE classes have moved to a combination of in-person and virtual instruction, with additional resources for academic support and both remote and in-person testing.

**Divisional News/Accomplishments:**

- Dept. of Corrections Veterans Outreach – Oct. 26, 2024, from 8am-6pm, we had representatives from the Dept of Veterans Affairs to:
  - File or follow up on VA disability claims
  - Discuss VA Health Care benefits and services
  - Education on current benefit updates
  - Survivor benefits
  - Discuss VA center counseling
  - Provide information on veteran burial benefits
- Election 2024:
  - BCCC will be one (1) of several Baltimore City Early Voting sites for the upcoming General Election period starting on October 24, 2024, ending October 31, 2024, from 7am-7pm at our South Pavilion location.
  - The college has instructed the Board of Election where to place the drop box for early voting ballots. The site is located to the south of the main entrance to the South Pavilion.
- BCCC hosted City Schools Volleyball Championship on October 29, 2024, from 3:30-8pm in the gymnasium
- Merit Scholars was on campus on October 5, 2024, from 8am-3pm in the Nursing Building. The Merit Scholars Program educates and empowers students from underrepresented backgrounds to become health professionals and change agents who advance equity. Below are some out of school activities Merit provides:
  - Saturday College Prep Classes
  - Professional Internships
  - College Admissions Guidance
  - Academic Support
- The following are grant renewals and continuations for FY 25 under WDCE:
  - MD Department of Health $10,059.00
  - Maryland Office for Refugees and Asylees (MORA) Afghan Grant (AS2SI) $546,504
  - MORA Refugee School Impact Grant (RSIG) - $1,236,745
  - MORA English to Speakers of Other Languages (ESOL) - $410,650
  - MORA Services to Older Refugees (SOR) - $244,312
  - International Rescue Committee (IRC) Citizenship - $120,000
  - Department of Social Services (DSS) – July – Dec. 2024 - $753,113.03
  - ARPA (Mayor's Office) - $750,000
  - Maryland Department of Labor - $1,044,693
  - Department of Human Services (DHS)- Supplemental Nutrition Assistance Program (SNAP) - $600,000
  - **Total - $5,716,076.03**

***ABE/ELS Program Improvement*** – Adult Basic Education/GED and English as a Second Language are increasing their class offerings and diversifying modalities each month to meet the needs of prospective students.

**Adult Basic Education**

- ABE registrations were submitted for October, totaling 121 in all.
- Seven (7) ABE classes began in October
    - 1- In Person, 2 - CBOs, 4- Online.
- 40 official GED exams were taken; 22 content-specific exams were passed; 6 GED content exams did not pass by 1-3 pts.
- 31 GED Ready tests were taken; 20 received a "Likely to Pass" on the GED Ready tests, and 5 students missed getting a "Likely to Pass" by 1-3 pts.
- Five (5) more students earned their Maryland High School Diploma this month, bringing the total to 16 for FY 25.
- Thirty-one (31) students earned their high school diploma for fiscal year (2024), including 1 student from the correctional facility, MTC earned his high school diploma.
- Hired 4 new ABE adjunct instructors

**Community ESL**

- Ten (10) classes began in October
    - 4 are in person and 6 are virtual
    - Classes meet 3 times/week and serve as a bridge for students who want to enroll quickly before winter break
- Community ESL continues to provide instruction at off-site community locations: Fallstaff ES, Curtis Bay Elementary/Middle School, and Hampstead Hill Academy, Holabird Judy Center and at the Moravia Park Judy Center
- ESL Coordinator continues to visit classes (in person and Zoom) to talk about post-testing and summer class options.
- Classes have finished at Johns Hopkins Hospital for employees.
    - JHHS has requested more classes and the College will build a schedule that works for all stakeholders
- In partnership with CASA de Maryland, a new cohort for the Integrated English Language and Civics Education/Integrated Education and Training (IELCE/IET) Certified Nursing Assistant (CNA) training course started in August with 12 students enrolled.
    - All students have now completed their clinicals and are awaiting confirmation of certification
- In partnership with CASA, the ELS department is planning to run a Community Health Worker (CHW) IELCE/IET cohort in December and a Childcare cohort in January 2025

**Partnerships**

- The ELS department has partnered with UMMC to provide English language instruction to hospital workers. Classes are slated to start in January 2025.
- BCCC and CASA de Maryland continue to partner on IELCE/IET CNA, Community Health Worker, Warehousing, and in FY 25, Childcare courses. The college expects this partnership to produce multiple cohorts and serve over 100 students per fiscal year. This partnership allows for students who need to improve their English proficiency the support they need while also taking a workforce training program. Students who complete the IELCE/IET and IET programs are far more likely to be employed in an above

minimum wage position. The intensive nature of the sequence also allows for students to complete in 12 weeks (about 3 months) or fewer.

- ABE/ELS Directors and Community ESL Coordinator have formalized a partnership with Coty and Global Refuge to provide contract training ESL classes to their employees.
    - Testing continues as recruitment has expanded. Classes are scheduled to start in December 2024
- ABE/GED continues running classes in Corrections and had their first student earn a HS Diploma.
- BCCC has partnered with City of Refuge to provide off-site GED preparation classes to a large population of students located in and around the center.
- The ELS department entered a partnership with Johns Hopkins Hospital to provide contract training classes to staff at the main hospital center and Bayview.
- BCCC continues to partner with City Schools and local Judy Centers to provide ESL classes in the community.

**English Language Institute (ELI)**

- Spring registration has begun—ELI expects to run another 16 sections of classes.
- ELI submitted 256 registrations for Fall 2024, it's highest count since the pandemic.
- ELI is currently running 2 sections of each of its courses, 16 in total, marking the area's highest total since the COVID-19 Pandemic
- ELI coordinated with Mayor's Scholar Program, the Testing Center, and CASA de Maryland to ensure a steady flow of information that led to successful planning for incoming Summer Bridge students who required academic ESL classes.
- ELI continues to work with admissions on ELI referrals for ESOL students.

**Citizenship and Services to Older Refugees (SOR)**

- Twenty-three students are currently enrolled in Citizenship class during this first quarter of FFY 25.
- BCCC continues to serve its 44 SOR clients by providing resources and information about ESL and Citizenship classes
- Contacted various senior centers for resources for SOR clients
- Reached out to all eligible PAL (Participating in American Life) clients to see if they were interested in enrolling in the PAL class
- Applied for BCHD food box delivery for Baltimore City SOR clients
- Continued outreach to new SOR clients
- Working with the Mayor's Office of Immigrant Affairs (MIMA) to expand outreach for older refugees and permanent residents who need preparation classes for naturalization.
- Refugee Programs Manager presented at the Baltimore City Health Department of Aging in an effort to increase awareness about class offerings.
- Working with University of Maryland Extension to provide digital literacy classes to Afghan families recently resettled in Baltimore. Partnering with Dorothy I. Height Elementary School, who will provide the classroom space.

**Refugee Youth Project (RYP)**

- Programming for FY '25 is currently taking place at the following schools:
    - Moravia Park ES

- Patterson HS
- Furley ES (December start)
- Mt. Royal E/MS (December start)

- Currently coordinating volunteer recruitment via Loyola University

**Refugee Assistance Program (RAP)**

- Five (five) classes currently running with 54 students enrolled—these short courses allow for newly resettled refugee and asylee students to take an ESL class before winter break.
  - These students will be reenrolled in January 2025.
- Eighty-six (86) clients were referred for the ESL services in October from the following resettlement agencies: IRC (International Rescue Committee), Lutheran Social Services (LSS), Hebrew Immigrant Aid Society (HIAS) in March.
  - Many have been registered for classes in October while others will join the new session in January.
- Twenty-six (26) students were post tested from August sessions
- The RAP specialist continued to update refugee client cases in MORA with class information and notes.
  - Uploaded documents for the cases.
  - Opened cases in MORA as walk ins for Global Refuge and HIAS clients. Documents uploaded. Notes made.

***Workforce Development Program Development and Expansion*** – The Workforce Development Department (WF) continues to expand partnerships with local community and health agencies to provide opportunities for students to gain training and improve their career outlook.

**Enrollment Update for October**

- **Cybersecurity**
  - A+ - 4 total classes, 80 students enrolled, 10 certified
  - Network+ - 2 total classes, 38 students enrolled, 3 certified
  - Security + - 2 total classes, 17 students enrolled, 3 certified
  - Microsoft class- 1 class, 13 students enrolled
- **Hospitality -** 1 class, 4 enrolled, 4 certified
- **Construction -** 2 classes, 31 enrolled
- **Warehouse –** 1 class, 17 enrolled
- **Childcare –** 3 classes, 71 enrolled
- **Commercial Driver's License (CDL) Class B – 3** classes, 65 enrolled

**Healthcare**

**Open Enrollment:**

- PCT Course:
  - 1 class starting, 11 students enrolled, scheduled to complete 12/20/2024.
- CMA Update Class:
  - 1 class, 9 students enrolled, 9 successfully completed the class.
- CHW Course:
  - 2 classes starting, 31 students enrolled

- Pharmacy Course:
  - 2 classes starting, 11 total enrolled
- Venipuncture Course:
  - 2 class starting, 38 students enrolled
- CNA Course:
  - 5 class starting, 103 students enrolled
- EMT
  - 1 class, 19 students enrolled
- CMA Theory:
  - 2 classes, 17 students are enrolled

**Partnerships and Community Events**

**Baltimore City Schools**

- In partnership with Baltimore City Schools, WF developed a summer training program in four (4) areas: Certified Nursing Assistant (14 students), Pharmacy Technician (7 students), Community Health Worker (15 students), and Emergency Medical Responder (EMR) (17 students). Designed for rising seniors, the summer training finished in August.
  - All classroom hours are completed, and students are participating in the required clinicals.

- With this programming, WF have worked with Ed Burrell in the Emergency Medical Services Department to develop a new certification for Emergency Medical Responder. A 90-hour course that prepares students for a state and national certification.
- Workforce Development is coordinating with Vivian T Thomas Medical Arts Academy, to launch noncredit pathways in dual enrollment for Fall 2024 semester.

**Mayor's Office of Employment Development (MOED)**

- In Partnership, BCCC is hosting 30 Career Coaches from City Schools at its South Pavilion location. These Career Coaches were given a tour of the main campus and provided an orientation, where members of the BCCC community spoke about their specific areas and what they could offer to prospective students.
- In conjunction with the ongoing partnership with MOED and DSS, staff is attending weekly intake sessions at the MOED workforce Reception Center. At these events we present workforce training opportunities to incoming DSS participants.
- Every Thursday at MOED's Northwest Job Center, BCCC workforce staff attend a community job and training fair to engage with local community interested in workforce training.

**CVS**

- The CVS Clinical Director would like to move forward with renewing the clinical partnership with CVS for open enrollment students; CVS has offered to assist with the simulation Pharmacy build at South Pavilion.

**Goodwill Industries**

- Planning and Recruiting for the Goodwill CNA and Pharmacy Technician Spring 2025 cohorts has begun. Goodwill has refined their intake process to ensure an increase in completion and certification

rates for both programs. The team continues to partner with the Dwyer Foundation to offer support services to students who participate in the programs**.**

**Service Employees International Union (SEIU)**

- The SEIU team referred several students to the Certified Medicine Aide Training. The SEIU covers students' tuition and fees for the class. They are also eager to refer their members to the Patient Care Technician program.

**IELCE/IET (Integrated English Language and Civics Education/Integrated Education and Training)**

- In coordination with Adult Basic Education (ABE), WF combined GED pathways with workforce training. A Certified Nursing Assistant (CNA) cohort will begin in September to complete with CNA licensure with the Maryland Board of Nursing in December.
- Additional combined ABE and ESL cohorts in Childcare, Community Health Worker and Warehousing are being planned for FY5 completion.
- In a partnership with CASA of Baltimore, we coordinated English Second Language courses with Certified Nursing Assistant (CNA). For FY25, there are three cohorts planned. The first began in July 2024 with eleven (11) students to slated complete their training by the end of October.

The Workforce Department will participate in the Recognition Ceremony being planned by the University of Maryland's Workforce Development Team. The team will recognize the completers of the Patient Care Technician Program from their Fall 2023 and Spring 2024 cohorts at the Baltimore Hilton Inner Harbor Hotel on November 6, 2024.

**Other Funding Opportunities**

**Baltimore City Department of Social Services – 4.8 million over three years to offer workforce training to Baltimore City residents and recipients of DSS benefits**

  - Baltimore City Department of Social Services/SNAP - $255,000 to offer workforce development training for City residents and recipients of SNAP benefits.
  - Department of Human Services SNAP - $1.2 million over three years to offer workforce training to Maryland residents and recipients of SNAP benefits.
  - Department of Social Services Sequence - $87,250 to offer workforce training specifically in healthcare to City residents

**<u>Career Services Updates</u>**

Job Readiness Sessions

- Six (6) Job Readiness Daytime Training Sessions were conducted:
  - 10/01/24, 10/02/24, 10/03/24, 10/15/24, 10/16/24, and 10/17; those classes were composed of students from workforce programs: Phlebotomy, Certified Nursing Assistant, Community Health Worker, Certified Medicine Aide, Cybersecurity, and Pharmacy Technician.
- Six (6) Job Readiness Evening Training Sessions were conducted:
  - On 10/08, 10/09/24 and 10/10/24: those 3 classes were composed of students from workforce programs: Pharmacy Technician, Patient Care Technician, CDL-B, Community Health Worker, Certified Medicine Aide, and Phlebotomy.

- On 10/21/24, 10/22/24, and 10/23/24: those 3 classes were composed of IELCE/CASA students enrolled in the Certified Nursing Assistant program.

Client Services

- 41 – Students were placed in employment opportunities with employer-partners. Pay rates ranged from $14.00 - $30.10 per hour, with an average of $18.00 per hour, with most students placed at Johns Hopkins, UMMC, Amazon, MD Dept. of Corrections and Sinai Hospital.
- Two (2) students started internships with WBJC Radio for the semester: Caleb Kalu and Quiyana Tucker.
- Two (2) Federal Work Study students were placed in employment opportunities within the school: Dante Roulhac and Benedict Eze.
- Twenty-five (25) – Student resumes were developed
- Thirty-three (33) student walk-ins for Career Services assistance:
  - 16 – resume development
  - 3 – internship opportunities
  - 2 – job search assistance
  - 10 – employment assistance
  - 2 – mock interviews
- Resume Development Workshop held on 10/29/2204, with 2 sessions at 9:00 am and 3:00 pm:
  - 14 students interested in attending
  - 5 students – 9:00 am session
  - 4 students – 3:00 pm session
  - Conducted meeting with Mike Berends with BCCC Marketing Department to discuss edits to Career Services page of the BCCC website – 10/30/24.

Community Events

- Career Services attended the following events:
- Attended Baltimore City Office of Equity & Civil Rights - Beyond College Expo at Middle Branch Fitness and Wellness Center – 10/09/2024
- Attended the MOED Manufacturing and Retail Career Expo on 10/17/24:
  - 32 students expressed interest in the CDL, Warehouse, EMT, Pharmacy Technician, GED, Phlebotomy, and Hospitality workforce programs, and the Nursing, Information Technology, Business Administration and Social Work credit programs.

High School Diploma Achievement and Transition Services

- For fiscal year (2024), 31 students earned their high school diploma.
  - 5 more students earned their high school diploma for a total of 6 for fiscal year (2025).
  - A total of 42 students have earned their high school diplomas for 2024 graduation ceremony.
  - Two (2) students from SBAH earned their high school diplomas.
- Ninety-four (94) students currently enrolled in South Baltimore Adult High School.

***Partnering with Baltimore City Schools*** – Several initiatives led by WDCE support implementation of the college's Career Pathways, increase early college access, and support for students' transition to college.

- Total # of Pathways in Technology Early College High School (PTECH) Students: 200
  - Carver: 60
  - Digital Harbor: 40

- Dunbar: 100

- P-TECH students are taking between 6 – 15 credits, 2 + classes each, this Fall 2024 semester here at BCCC.

- BCCC is working with Morgan State University (MSU) to develop an agreement that will allow PTECH Digital Habor students to segway from BCCC, where they'll earn their AAS in Transportation and Supply Management, into MSU, where they will earn their BAS in Supply Chain Management.

- PTECH continues to work collaboratively with external partners BCPSS schools Digital Harbor, Dunbar, and Carver High Schools to ensure a smooth transition into college classes for students.

- PTECH works internally with a panel of BCCC departments, representatives from e-learning, IT, Student Support and Wellness Services, Center for Academic Achievement, BCCC Library, and Disability Support Services Center to best equip students for success.

- The ELS department, in partnership with City Schools, has started programming at four (4) schools: Moravia Park Elementary School, Patterson High School, Mt. Royal Elementary/Middle School, and Furley Elementary School. The afterschool programming focuses on ESL instruction, College and Career Readiness, Dance, Sports, and STEM enrichment classes. These classes are funded through DHS-MORA's RSIG (Refugee School Impact Grant) which was renewed for FY '25. Digital Harbor HS and Hazelwood ES, have all inquired about hosting programming at their sites in FY 25.

## ENVIRONMENT SERVICES AND FACILITIES

***Environmental Services and Facilities*** – This department provides ongoing cleaning, maintenance, and repairs for all campus facilities. This team also supports campus special events, the mailroom, and property control. In addition, the department plans and manages the 10-Year Facilities Master Plan.

### General Project Updates

Construction continues to improve the quality of life on campus! This past month, Facilities kicked off several construction projects:

- **Completed – 9/13/2024 - Main gas line replacement in the Life Sciences building**
  Contractor Warrior Plumbing and Heating Co.

- **Replacement of the Cooling Towers of the Main Building**
  - RMF Engineers and JCI - Commissioning is projected to commence on 09/26/24 once the additional data has been completed by JCI and submitted to JCI for review.
  - A maximum of 2 weeks to complete and submit final data to the contractor.

- **Bard Building Demolition:**
  - Work Completed is 96 %. Change Order received and will process PCO for brick paving of a small sidewalk area.
  - The project is estimated to be completed by November 10, 2024.

- **Life Sciences & Fine Arts HVAC Upgrades Project:**
  - The Work is 80% Boilers installation to be completed by 10/15/2024
  - At Fine Arts, the works to replace the electrical panels will be completed on 10/9/2024. The

FA Auditorium will be available to the public on 10/15/2024.

- **Elevators Renovation:**
  - **Life Science Building**:
  - The Public Safety Dept. must set up accounts and assign cameras to the RATH portal. All instructions have been sent by email.
  - The Public Safety Dept. will need to set up a monitor/workstation in the public safety control room for video communication.
  - DMV will provide training on RATH Portal use after registration is complete by BCCC.
  - Auto dialers need to be removed from all new elevators/elevators currently under construction,
  - BCCC will need to hire an outside contractor to perform this work.
  - The installation of the freight elevator in the Life Science building is 99% complete, pending the installation of the emergency telephone, camera and final inspection. Elevator inspections currently have a 2-4-week lead time.
  - Inspections to be scheduled for Life Sciences #2 and West Pavilion as soon as phone line and emergency response video system are up and running
  - Inspection to be scheduled for South Pavilion #2 within the next few weeks
  - Old elevators need to be maintained on the existing phone line auto dialers until taken over by construction.
  - **West Pavilion Elevator** 99% Completed. pending the installation of the emergency telephone, camera and final inspection.
  - **South Pavilion Elevator #2,** The Work is 88% completed**,** Piston installation has been completed, Elevator installation is expected to be completed by 9/27/24
  - **Gymnasium:** All equipment has been placed on the jobsite, which will begin installation on 9/3/2024 and will last 90 days due to the installation of a new piston.
- **The Exterior Door and Storefront Replacement Project**
  - Andrews Construction Inc. The installation of the exterior doors in the Nursing Building, Life Sciences Building, Fine Arts Building, Student Services Building, Shipping and Receiving Building and Gymnasium is 98% complete.
  - Biztec's proposal is pending a purchase order for the installation of an automatic system on the doors of the Life Sciences Building and the Fine Arts Building and a request has been submitted to Procurement for the issuance of the purchase order. Work to install the exterior doors on this contract is scheduled to be completed by 9/20/2024.
  - There have been some issues with the exterior doors of Student Services and Shipping and Receiving that need to be addressed. Stanley Security will be contacted to resolve these issues.

**Ongoing projects in the design stage include:**

- **Dental Clinic Renovation (LSB)**
  - BCCC Approved the 75% CD Design on a Zoom Metting on 9/26/24, Colimore Architects will send the 95% in 22 days by 10/18/204.
  - Colimore Architects will send a panel of finishes with a minimum of (3) options to be selected by the president.
  - Colimore will send an updated schedule with the phases to complete the project.
- **Main Building Ground and 1st floor Restrooms Renovation.**
  - The specifications and Design have been sent to the Purchasing Dept to be published in e-MMA to be bid on the construction project.
- **West Pavilion Restrooms Renovation**

- The Architect has sent 95% of the designs to BCCC for review and comment

- **South Pavilion Restrooms Renovation**
  - The Architect has sent 95% of the designs to BCCC for review and comment
- **West Pavilion Windows Replacement**
  - The Architect has sent 95% of the designs to BCCC for review and comment
- **Life Sciences 1st and 2nd Floor Restrooms Renovation**
  - The Architect has sent Finishes board to BCCC for review and selection
- **South Pavilion Exterior Windows Replacement**
- **Fine Arts Curtainwall Replacement**
  - 50% Construction Documents: 50% construction documents will begin once the Structural Engineers fee proposal has been approved by DPRB/BPW. Waldon Studios mentioned that the work should take approximately 30 days to complete.

  - Walson Studios will provide samples that closely resemble the adjacent building for BCCC review and approval.

- **Learning Commons Project (New Library)**
  - AE provided documentation for a new subconsultant, changes to paperwork, etc. pushed BPW approval to 8/7/24 Agenda.
  - Schedule Project Kickoff for 9/10 or 9/11 (date/time TBD by BCCC)
- **North Pavilion Demolition**
  - DGS PM has reviewed and approved the Part 2 program. However, DGS PM is waiting on DBM to finalize their review in reference to the Part 1 program prior to procuring an Architect.
  - The design phase of the work is planned for the fiscal year 2026.
- **Wellness Center**
  - BCCC coordinated with Colimore Architects to facilitate document downloads based on data submission on 7/12/24. DGS PM will be in touch with Colimore Architects to provide a progress report and schedule a workshop.
- **Facilities Building**
  - Second Draft Part 1 & 2 for informal DGS review; Update 4/12/24 – DGS reaching out to AE for update; Update 6/21/24 - Draft submitted on 6/7/24 for DGS and BCCC review.
- **Nursing Building**
  - BCCC will provide comments and parts 1 and 2 of revised program in response to DBM comments; UPDATE 7/12/24: BCCC response forthcoming; UPDATE 7/15/24

**Since January 2022, the following construction projects have been completed:**

- Receiving flooring project, **Start Date**: 9/10/2022 **End Date:** 9/24/2022

- Greenhouse flooring project, **Start Date**: 4/07/2022 **End Date:** 8/15/2022

- Student Center renovation, Start **Date**: 1/10/2022 **End Date:** 3/25/2022

- South Pavilion Roof Replacement, **Start Date**: 4/12/2022 **End Date:** 7/21/2022

- South Pavilion HVAC Repairs, **Start Date**: 4/07/2022 **End Date:** 8/25/2022

- South Pavilion carpet and rubber stairwells, **Start Date**: 6/27/2022 **End Date:** 8/19/2022

- Life Science Building Chiller Repairs, **Start Date**: 3/07/2022 **End Date:** 5/16/2022
- Life Science Building IT/Data Room HVAC Upgrades, **Start Date**:3/15/2022 **End Date:** 4/20/2022
- Main Building/Nursing IT/Data Room HVAC Upgrades, **Start Date**:6/01/2022 **End Date:** 7/02/2022
- Life Science Building Duct Work Cleaning, **Start Date**:11/18/2021 **End Date:** 12/22/2021 **(This is a 2021 Project)**
- Main Building Duct Work Cleaning, **Start Date**:7/11/2022 **End Date:** 7/22/2022
- Flagpole lighting installation, **Start Date**:3/21/2022 **End Date:** 3/25/2022
- Bottle Filler Water Fountains Installation, **Start Date**:3/23/2022 **End Date:** 6/10/2022

## PUBLIC SAFETY AND SECURITY

***Public Safety 24-hour Monitoring and Security*** -- Security for all campus locations includes camera surveillance, access control monitoring, and officers on patrol (security rounds and stations).

- Working in collaboration BCPD to provide an "Active Shooter "presentation on October 2, 2024, in person at the main campus.
- Working with the Baltimore City Board of Elections in preparation for Early Voting in October.
- Working in collaboration with the Maryland State Department of Correctional Service to support Veterans.

# Baltimore City Community College

**REALIGNMENT TASKS UPDATE**

**Board of Trustees, February 2024**

***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*

***Workforce Development Program Development and Expansion*** – Workforce continues to expand partnership with local community and health agencies to provide opportunities for students to gain training and improve their career outlook. Additional activities include:

**Maryland Department of Health**

- Workforce was awarded a grant to train and certify fifteen (15) Community Health Workers. Training will begin in February 2024 and finish in May 2024.

**Construction Core**

- In December, Workforce restarted its Construction Core training. A 72-hour course to establish a foundation in construction skills and safety. The training includes an OSHA 10 certification through the National Safety Council.

**IELCE/IET (Integrated English Language and Civics Education/Integrated Education and Training)**

- For FY 24 Workforce Development and the English Language Services department have coordinated with CASA of Maryland to combine English as a Second Language courses with workforce training. One cohort of Certified Nursing Assistant (CNA) began in July 2023 and certified thirteen (13) students. Another cohort began in September 2023 with eleven (11) students who completed certification January 2024. A third cohort began on January 16, with nine (9) students currently enrolled.
- In coordination with Adult Basic Education, we are coordinating 2024 cohorts to combine GED pathways with workforce training. We are planning to complete two (2) cohorts of Certified Nursing Assistant and one (1) with the Warehouse and Logistics training. We will recruit up to twenty (20) students for each cohort, for up to 60 students to receive licensure/certification in addition to their high school diploma.
- A third IELCE/IET CNA cohort began in January 2024 with 11 students attending. A fourth IELCE/IET CNA cohort will begin in March of 2024.
- In addition, recruitment has begun for a Warehouse and Logistics cohort to begin in March 2024 for up to twenty (20) students

**Youth Systems Building**

BCCC has partnered with the Mayor's office, City Schools, and MOED for the following funding opportunity from the U.S. Department of Labor:

- The Youth Systems Building (YSB) Academy will engage our proposed team over a six-month period and begin implementing systems, program, and/or policy improvements.

- The goal of YSB is to support efforts to improve employment outcomes and strengthen service delivery systems through a range of strategic planning, in-person, and virtual training and technical assistance activities.
- Participation in the Academy includes least bi-weekly coaching calls, ad hoc peer learning opportunities, and two in-person convenings in Washington, DC.

**Johns Hopkins Hospital**

- Workforce Development is coordinating with Johns Hopkin Hospital for a Patient Care Tech training to begin in February 2024. The cohort will consist of up to twelve (12) JHH employees to receive upskill training.

**Center for Urban Families**

- Workforce Development worked closely with the Center for Urban Families to enroll over seventy–five students in Certified Nursing Assistant (CNA) and Community Health Worker Programs (CHW), Diesel Mechanic, and Commercial Driving License (CDL) programs. The workforce department is entering the final year of the BOOST grant partnering with Center for Urban Families (CFUF). CFUF has also received funding for an additional seventy-five students (total 150).
- In partnership with MOED's Train up program, CFUF has enrolled forty-three (43) students in CNA, CDL, Cyber, and CHW programs since January 2023. More students are expected to be enrolled in the aforementioned programs in 2024.

**Goodwill Industries**

- In January 2024, WF began a cohort of Certified Nursing Assistant with sixteen (16) students and a Pharmacy Tech cohort of twenty-four (24) students.
- To date in FY24, in collaboration with Goodwill, we trained and licensed thirty-one (31) Certified Nursing Assistants and twelve (12) Pharmacy Techs.

**Baltimore City Schools - Green Street Academy**

- Workforce training continues at Green Street Academy. The CNA training sequence began in October 2023 with twenty (20) students. The class will finish in April 2024 with successful completers walking away with MBON CNA certification and GNA licenses.

**LifeBridge Health**

- Workforce Development partnered with Sinai Hospital and is running a cohort of sixteen (16) students for CNA/GNA (Certified Nursing Assistant). These students will complete their training sequence in January 2024.

**University of Maryland Medical Center**

- UMMC and BCCC are preparing for spring 2024 cohorts in Patient Care Tech and Venipuncture.
- Workforce Development coordinated with University of Maryland Medical Center to begin a PCT (Patient Care Tech) cohort of ten (10) students that began in October 2023. They have completed the first portion of the class and began the EKG Essentials course in January 2024.

**Commercial Driver's License (CDL B)**

- Since October eleven (11) students have received their CDL-B license and thirty-three (33) more students are currently enrolled and expect to pass the MVA test in December 2023 and January 2024.

**Warehousing and Logistics**

- Workforce Development continues to recruit for upcoming Warehousing and Logistics class at South Pavilion. Cohorts are expected to run year-round, and students will receive certifications in OSHA 10, Forklift Operation and Certified Logistics Technician through the Manufacturing Skills Standards Council.

**Department of Human Services SNAP**

- In July 2023, Workforce Development submitted a grant proposal for FY 2024-2026 to continue the current funding available to SNAP recipients. The proposal was to double the previous grant and provide training for up to two hundred participants. BCCC has received preliminary approval for this award and is waiting for the official contract to be executed.

**Baltimore City Department of Social Services**

In partnership with the Department of Social Services, Workforce Development has coordinated with three outside vendors to provide training in Makeup artistry (12 enrolled), Hospitality (28 enrolled), and Financial Literacy (32 enrolled).

**Other Funding Opportunities**

- Workforce Development has also received several funding opportunities to offer workforce training to city residents:

Baltimore City Department of Social Services – 4.8 million over three years to offer workforce training to Baltimore City residents and recipients of DSS benefits

  - Baltimore City Department of Social Services/SNAP - $255,000 to offer workforce development training for City residents and recipients of SNAP benefits
  - Department of Human Services SNAP - $1.2 million over three years to offer workforce training to Maryland residents and recipients of SNAP benefits.
  - Department of Social Services Sequence - $87,250 to offer workforce training in healthcare to City residents

**<u>Career Services Updates</u>**

- Career Services has been working with City Schools on a recruitment effort for several positions, such as: paraprofessionals, CDL drivers, clerical positions, and food service.
- 42 new students were enrolled in job readiness training this month.
- Career Services has conducted several Job Readiness courses for current healthcare programs, Emergency Medical Technician, Patient Care Technician, and Certified Driver License programs.
- Career Services has recruitment opportunities in Early Childcare (Kreative Minds Learning Center); Morgan State University, Penske, Blakehurst (CDLs) and University of Maryland Medical Center.

- Career Services continues to work with partners to create career placement trainings opportunities for students. This includes placing students with Kennedy Krieger to work with children and young adults with developmental disabilities in the Neurobehavioral Unit.
- Career Services continues to coordinate with Workforce to connect students to job opportunities directly related to their training experiences. The Career Services Team coordinates recruitment efforts with Workforce to provide comprehensive support to completers.

# Baltimore City Community College

**REALIGNMENT TASKS UPDATE**

**Board of Trustees, March 2024**

***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*

***Workforce Development Program Development and Expansion*** – Workforce continues to expand partnership with local community and health agencies to provide opportunities for students to gain training and improve their career outlook. Additional activities include:

### Childcare Training

- In March 2024, workforce development has brought back Childcare in house and will begin in person classes for Early Childhood Education and Childcare. The training leads to the 90-hour certification from the Maryland State Department of Education (MSDE)

### CASA of Maryland

- CASA of Maryland included BCCC as the training provider on a five (5) year grant from the Health Resources and Services Administration called the Geriatrics Workforce Enhancement Program (GWEP). The GWEP educates and trains the healthcare and supportive care workforces to care for older adults by collaborating with community partners. BCCC would provide training for Certified/Geriatric Nursing Assistant (CNA/GNA) with an extended eight (8) week clinical at assisted living facilities. This is expected to provide training for up to sixty (60) participants a year and with potentially $250,000 allocated annually as a subaward to support this initiative.

### IELCE/IET (Integrated English Language and Civics Education/Integrated Education and Training)

- Recruitment has begun for a Warehouse and Logistics cohort to begin in March of 2024 for up to twenty (20) students, who will be a mix of ESL and ABE.
    - This is the first IELCE/IET cohort that is not healthcare, with the hope that a more diverse set of students will show interest
- For FY 24 Workforce Development and the English Language Services department have coordinated with CASA of Maryland to combine English as a Second Language courses with workforce training. One cohort of Certified Nursing Assistant (CNA) began in July 2023 and certified thirteen (13) students. Another cohort began in September 2023 with eleven (11) students who completed certification January 2024. A third cohort began on January 16, with nine (9) students currently enrolled.
- In coordination with Adult Basic Education, we are coordinating 2024 cohorts to combine GED pathways with workforce training. We are planning to complete two (2) cohorts of Certified Nursing Assistant and one (1) with the Warehouse and Logistics training. We will recruit up to twenty (20) students for each cohort, for up to 60 students to receive licensure/certification in addition to their high school diploma.
- A third CNA cohort began in January and a fourth is scheduled to begin in March of 2024.

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**Maryland Department of Health**

- Workforce was awarded a grant to train and certify fifteen (15) Community Health Workers. Training began in February 2024 and finish in May 2024.

**Youth Systems Building**

BCCC has partnered with the Mayor's office, City Schools, and MOED for the following funding opportunity from the U.S. Department of Labor:

- The Youth Systems Building (YSB) Academy will engage our proposed team over a six-month period and begin implementing systems, program, and/or policy improvements.
- The goal of YSB is to support efforts to improve employment outcomes and strengthen service delivery systems through a range of strategic planning, in-person, and virtual training and technical assistance activities.
- Participation in the Academy includes least bi-weekly coaching calls, ad hoc peer learning opportunities, and two in-person convenings in Washington, DC.

**Johns Hopkins Hospital**

- Workforce Development is working with Johns Hopkin Hospital on a Patient Care Tech (PCT) training that began in February 2024. The cohort consists of eight (8) JHH employees who will complete their certifications in March 2024.
    - Preparations have begun for another PCT cohort to begin in April with up to twelve (12) JHH employees.

**Center for Urban Families**

- Workforce Development worked closely with the Center for Urban Families to enroll over seventy–five students in Certified Nursing Assistant (CNA) and Community Health Worker Programs (CHW), Diesel Mechanic, and Commercial Driving License (CDL) programs. The workforce department is entering the final year of the BOOST grant partnering with Center for Urban Families (CFUF). CFUF has also received funding for an additional seventy-five students (total 150).
- In partnership with MOED's Train up program, CFUF has enrolled forty-three (43) students in CNA, CDL, Cyber, and CHW programs since January 2023. More students are expected to be enrolled in the aforementioned programs in 2024.

**Goodwill Industries**

- BCCC and Goodwill are partnering on an application for Employment Advancement Right Now (EARN) Program. Goodwill will recruit and support up to forty-five (45) students to complete training in Early Childhood Education and Childcare.
- Recruitment has begun for the April Cohorts of CNA and PCT
- In January 2024, WF began a cohort of Certified Nursing Assistant with sixteen (16) students and a Pharmacy Tech cohort of twenty-four (24) students.
- To date in FY24, in collaboration with Goodwill, we trained and licensed thirty-one (31) Certified Nursing Assistants and twelve (12) Pharmacy Techs.

**Baltimore City Schools - Green Street Academy**

- Workforce Development has expanded its partnership with Baltimore City Public Schools and offered a workforce training opportunity at Green Street Academy. A Certified Nursing Assistant (CNA) cohort began in October with twenty (20) students. All students are on pace to complete the class in April 2024 and apply for their Maryland Board of Nursing (MBON) CNA certification and GNA license.

**LifeBridge Health**

- Workforce Development partnered with Sinai Hospital and is running a cohort of sixteen (16) students for CNA/GNA (Certified Nursing Assistant). These students will complete their training sequence in January 2024.

**University of Maryland Medical Center**

- A cohort of sixteen (16) students began their Patient Care Tech (PCT) training in January and are scheduled to complete in July 2024. Recruitment is in process for the March cohort of up to twelve (12) students.
- Workforce Development coordinated with University of Maryland Medical Center to begin a Patient Care Tech (PCT) cohort of eight (8) students in October 2023. They are on schedule to complete training and certification in March 2024.

**Warehousing and Logistics**

- Workforce Development continues to recruit for upcoming Warehousing and Logistics class at South Pavilion. Cohorts are expected to run year-round, and students will receive certifications in OSHA 10, Forklift Operation and Certified Logistics Technician through the Manufacturing Skills Standards Council.

**Department of Human Services SNAP**

- In July 2023, Workforce Development submitted a grant proposal for FY 2024-2026 to continue the current funding available to SNAP recipients. The proposal was to double the previous grant and provide training for up to two hundred participants. BCCC has received preliminary approval for this award and is waiting for the official contract to be executed.

**Baltimore City Department of Social Services**

In partnership with the Department of Social Services, Workforce Development has coordinated with three outside vendors to provide training in Makeup artistry (12 enrolled), Hospitality (28 enrolled), and Financial Literacy (32 enrolled).

**Other Funding Opportunities**

- Workforce Development has also received several funding opportunities to offer workforce training to city residents:

**Baltimore City Department of Social Services** – 4.8 million over three years to offer workforce training to Baltimore City residents and recipients of DSS benefits

- **Baltimore City Department of Social Services/SNAP** - $255,000 to offer workforce development training for City residents and recipients of SNAP benefits
- **Department of Human Services SNAP** - $1.2 million over three years to offer workforce training to Maryland residents and recipients of SNAP benefits.
- **Department of Social Services Sequence** - $87,250 to offer workforce training in healthcare to City residents

## Career Services Updates

**Kenn Hopkins**

- 12 students were placed in employment opportunities.
- 1 student was placed in the Work Study program
- 1 student was placed in an Internship with St. Johns Properties – Kapil Dhami
- 2 Job Readiness *Daytime* Training Sessions: DSS Make-up – 02/06/24; DSS Make-up – 02/08/24
- 5 Job Readiness *Evening* Training Sessions: DSS Make-up – 02/06/24; DSS Make-up – 02/08/24; PCT/CDL – 02/21/24; PCT/CDL – 02/22/24; PCT/CDL – 02/26/24
- 16 student resumes were developed.
- 11 student resume review sessions were conducted in person.
- 5 student resume review sessions were conducted via Zoom.
- 4 mock interview sessions were conducted with PCT students. Have scheduled follow-up discussions for outcomes.
- 36 student walk-ins for services.
- 1 credit-Side Class Presentation: Respiratory Care – Resume Development and Interview Preparedness – 02/08/24
- Attended the following career fair/hiring event: Excel Academy at Francis M. Wood High School – 02/29/24
- Attended 2 ongoing strategy meetings with BCCC Workforce staff to coordinate services for new cohorts – 02/07/24; 02/20/24

**Karen Allen-Curtis**

- 6 new students enrolled in Adult High School for a total of 89 to date.
- Held 3-day IET Job Readiness Class in February 2024.
- Made 9 GED Classroom Visits – Pierce, Edwards, Lewis-Orr, Yoseff, Graves,
- CNA Mock Interviews were held on 2/28/2024.
- Banner Training with N. Grant 2/28/2024 to ensure all student hours are being captured in the ERP system.
- 2 – Job Readiness *Daytime* Training Sessions: DSS Make-up – 02/06/24; DSS Make-up – 02/08/24
- 5 – Job Readiness *Evening* Training Sessions: DSS Make-up – 02/06/24; DSS Make-up – 02/08/24; PCT/CDL – 02/21/24; PCT/CDL – 02/22/24; PCT/CDL – 02/26/24

# Baltimore City Community College

**REALIGNMENT TASKS UPDATE**

**Board of Trustees, April 2024**

***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*

***Workforce Development Program Development and Expansion*** – Workforce continues to expand partnership with local community and health agencies to provide opportunities for students to gain training and improve their career outlook. Additional activities include:

**Department of Juvenile Services**

- WF is in the planning stages to provide workforce training to the students at Department of Juvenile Services to begin this summer. The first round of training will be provided for courses available in an online format.

**Childcare Training**

- In March 2024, after a concerted effort, Workforce Development redesigned the Childcare training program to be an in-house program instead of a seat sharing one with a fellow community college. The training incorporates two 45-hour courses, which lead to the 90-hour certification from the Maryland State Department of Education (MSDE).

**CASA of Maryland**

- CASA of Maryland included BCCC as the training provider on a five (5) year grant from the Health Resources and Services Administration called the Geriatrics Workforce Enhancement Program (GWEP). The GWEP educates and trains the healthcare and supportive care workforces to care for older adults by collaborating with community partners. BCCC would provide training for Certified/Geriatric Nursing Assistant (CNA/GNA) with an extended eight (8) week clinical at assisted living facilities. This is expected to provide training for up to sixty (60) participants a year and with potentially $250,000 allocated annually as a subaward to support this initiative. BCCC would provide training for Certified/Geriatric Nursing Assistant (CNA/GNA) with an extended eight (8) week clinical at assisted living facilities. This is expected to provide training for up to sixty (60) participants a year.

**IELCE/IET (Integrated English Language and Civics Education/Integrated Education and Training)**

- Recruitment and enrollment have finished for a Warehouse and Logistics cohort to begin in March of 2024 for up to twenty (20) students, who will be a mix of ESL and ABE students.
    - This is the first IELCE/IET cohort that is not healthcare, which has widened the breadth of the student population from which BCCC was able to recruit.
- For FY 24 Workforce Development and the English Language Services department have coordinated with CASA of Maryland to combine English as a Second Language courses with workforce training. One cohort of Certified Nursing Assistant (CNA) began in July 2023 and certified thirteen (13) students. Another cohort began in September 2023 with eleven (11) students who completed certification January 2024. A third cohort began on January 16, with nine (9) students currently enrolled.

- In coordination with Adult Basic Education and Workforce, two (2) IET cohorts of Certified Nursing Assistant and one (1) Warehouse and Logistics training are running. BCCC will recruit up to twenty (20) students for each cohort, for up to 60 students to receive licensure/certification in addition to their high school diploma.

**Maryland Department of Health**

- Workforce was awarded a grant to train and certify fifteen (15) Community Health Workers. Training began in February 2024 and finish in May 2024.

**Youth Systems Building**

BCCC has partnered with the Mayor's office, City Schools, and MOED for the following funding opportunity from the U.S. Department of Labor:

- The Youth Systems Building (YSB) Academy will engage our proposed team over a six-month period and begin implementing systems, program, and/or policy improvements.
- The goal of YSB is to support efforts to improve employment outcomes and strengthen service delivery systems through a range of strategic planning, in-person, and virtual training and technical assistance activities.
- Participation in the Academy includes least bi-weekly coaching calls, ad hoc peer learning opportunities, and two in-person convenings in Washington, DC.

**Johns Hopkins Hospital**

- Preparations have begun for another Patient Care Technician (PCT) cohort to begin in April with up to twelve (12) JHH employees able to participate. This partnership continues to be mutually beneficial, and BCCC hopes to continue working with JHH in the future.
- Workforce Development is coordinating with Johns Hopkins Hospital for PCT training that began in February 2024. The cohort consists of eight (8) JHH employees that will complete certification in March 2024.

**Center for Urban Families**

- Workforce Development worked closely with the Center for Urban Families to enroll over seventy–five students in Certified Nursing Assistant (CNA) and Community Health Worker Programs (CHW), Diesel Mechanic, and Commercial Driving License (CDL) programs. The workforce department is entering the final year of the BOOST grant partnering with Center for Urban Families (CFUF). CFUF has also received funding for an additional seventy-five students (total 150).
- In partnership with MOED's Train up program, CFUF has enrolled forty-three (43) students in CNA, CDL, Cyber, and CHW programs since January 2023. More students are expected to be enrolled in the aforementioned programs in 2024.

**Goodwill Industries**

- In January 2024, WF began a cohort of Certified Nursing Assistant with sixteen (16) students and a Pharmacy Tech cohort of twenty-four (24) students.
- To date in FY24, in collaboration with Goodwill, WF trained and licensed thirty-one (31) Certified Nursing Assistants and twelve (12) Pharmacy Techs.
- Recruitment has begun for the April Cohorts of Certified Nursing Assistant and Pharmacy Tech.

- BCCC and Goodwill are partnering on an application for Employment Advancement Right Now (EARN) Program. Goodwill will recruit and support up to forty-five (45) students to complete training in Early Childhood Education and Childcare.

**Baltimore City Schools**

- In partnership with Baltimore City Schools, WF is developing a summer training program in four (4) areas: Certified Nursing Assistant, Pharmacy Technician, Community Health Worker, and Emergency Medical Responder (EMR). Designed for rising seniors, it is scheduled to begin in June and be completed in August. Each cohort would have a minimum of ten (10) students.
- Workforce Development has expanded its partnership with Baltimore City Public Schools and offered a workforce training opportunity at Green Street Academy. A Certified Nursing Assistant (CNA) cohort began in October with twenty (20) students.

**University of Maryland Medical Center**

- A cohort of sixteen (16) students began their Patient Care Tech (PCT) training in January and are scheduled to complete in July 2024. Recruitment is in process for the March cohort of up to twelve (12) students.
- Workforce Development coordinated with University of Maryland Medical Center to begin a Patient Care Tech (PCT) cohort of eight (8) students in October 2023. They are on schedule to complete training and certification in March 2024.

**Department of Human Services SNAP**

- In July 2023, Workforce Development submitted a grant proposal for FY 2024-2026 to continue the current funding available to SNAP recipients. The proposal was to double the previous grant and provide training for up to (200) two hundred participants. BCCC has submitted the executed contract to the Department of Human Services and is awaiting return to begin serving SNAP recipients.

**Baltimore City Department of Social Services**

- In partnership with the Department of Social Services, Workforce Development has coordinated with three outside vendors to provide training in Makeup artistry (12 enrolled), Hospitality (28 enrolled), and Financial Literacy (32 enrolled).

**Other Funding Opportunities**

- Workforce Development has also received several funding opportunities to offer workforce training to city residents:

  **Baltimore City Department of Social Services** – 4.8 million over three years to offer workforce training to Baltimore City residents and recipients of DSS benefits

  - **Baltimore City Department of Social Services/SNAP** - $255,000 to offer workforce development training for City residents and recipients of SNAP benefits.
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- **Department of Social Services Sequence** - $87,250 to offer workforce training specifically in healthcare to City residents

**Career Services Updates**

- 15 – Students were placed in employment opportunities in the following companies:
  - Futurecare Lochearn
  - Berry Global Group
  - KX Car Wash Service
  - Clean Harbors Waste Management Co.
  - WM Waste Management and Recycling Service
  - Kennedy Services
  - Best Friends Fur Ever
  - Seed School of Maryland
  - Grace Medical Center - LifeBridge Health
  - Legal Services, Inc.
  - UPS
  - Little Sister of the Poor
  - U. of Maryland Medical Center
  - Burger King
  - The Driven Group Transportation Service
- 1 – Student was placed in an internship with Roberta's House – Sonia Hug.
- 6 – Job Readiness *Daytime* Training Sessions were held in the following areas: CDL and CNA
- 12 – Job Readiness *Evening* Training Sessions were held in the following areas: CNA and CDL
- 17 – Student resumes were developed.
- 9 – Student resume review sessions were conducted in person.
- 4 – Student resume review sessions were conducted via Zoom.
- 3 – Mock interview sessions were conducted. Have scheduled follow-up discussions for outcomes.
- 21 – Student walk-ins for services.
- MSCHE Strategic Planning Meeting re: Mission, Vision and Values.
- Strategy meeting with MOED's Bill Carnes re: process for student referrals.
- Strategy/introduction meeting with MOED/BCPS/BCCC Blueprint initiative with Brady Wheeler.
- Conducted presentation for the Spring 2024 Near Completers students with the Office of Student Affairs.
- Attended MOED/BCPS Seniors Hiring Fair event at War Memorial.
- Strategy meeting with Gus Astifidis with Keswick MultiCare Centers re: process for student referrals.
- Attended UMMC/MOED Workforce & Wellness Resource Fair at Middle Branch Fitness & Wellness Center.
- 32 official GED exams were taken; 19 content-specific exams were passed; 5 GED content exams did not pass by 1-3 pts.
- 51 GED Ready tests were taken; 33 received a "Likely to Pass" on the GED Ready tests; 5 students missed getting a "Likely to Pass" by 1-3 pts.
- 4 additional students earned their high school diploma in March.
- 21 students earned their high school diploma so far, this fiscal year.
- 5 new students enrolled in Adult High School total of 94 to date.
- Participated Warehousing & Inventory Control Associate Orientation.
- Strategic Planning, Mission, Vision, Values Workshop.
- Attended the following career fair/hiring event: Douglas High School.

# Baltimore City Community College

**REALIGNMENT TASKS UPDATE**

**Board of Trustees, May 2024**

***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*

***Workforce Development Program Development and Expansion*** – Workforce continues to expand partnership with local community and health agencies to provide opportunities for students to gain training and improve their career outlook. Additional activities include:

### Baltimore City Schools

- In partnership with Baltimore City Schools, WF has developed a summer training program in four (4) areas: Certified Nursing Assistant (14 students), Pharmacy Technician (7 students), Community Health Worker (15 students), and Emergency Medical Responder (EMR) (17 students). Designed for rising seniors, the summer training is scheduled to begin in June and be completed in August.
- With this programming, WF have worked in collaboration with Ed Burrell in the Emergency Medical Services Department to develop a new certification for Emergency Medical Responder. A 60-hour course that prepares students for a state and national certification.

### Department of Juvenile Services

- WF is in the planning stages to provide workforce training to the students at Department of Juvenile Services to begin in Fall 2024 with a Cyber Security A+ course and certification.

### Childcare Training

- In March 2024, WF began in person classes for Early Childhood Education and Childcare at South Pavilion. The training leads to the 90-hour certification from the Maryland State Department of Education (MSDE).

### IELCE/IET (Integrated English Language and Civics Education/Integrated Education and Training)

- Recruitment and enrollment have finished for a Warehouse and Logistics cohort to begin in March of 2024 for up to twenty (20) students, who will be a mix of ESL and ABE students.
    - This is the first IELCE/IET cohort that is not healthcare, which has widened the breadth of the student population from which BCCC was able to recruit.
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students for each cohort, for up to 60 students to receive licensure/certification in addition to their high school diploma.

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- CASA of Maryland included BCCC as the training provider on a five (5) year grant from the Health Resources and Services Administration called the Geriatrics Workforce Enhancement Program (GWEP). The GWEP educates and trains the healthcare and supportive care workforces to care for older adults by collaborating with community partners. BCCC would provide training for Certified/Geriatric Nursing Assistant (CNA/GNA) with an extended eight (8) week clinical at assisted living facilities. This is expected to provide training for up to sixty (60) participants a year and with potentially $250,000 allocated annually as a subaward to support this initiative. BCCC would provide training for Certified/Geriatric Nursing Assistant (CNA/GNA) with an extended eight (8) week clinical at assisted living facilities. This is expected to provide training for up to sixty (60) participants a year.

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- WF was awarded a grant to train and certify fifteen (15) Community Health Workers. Training began in February 2024 and finish in May 2024.

**Youth Systems Building**

BCCC has partnered with the Mayor's office, City Schools, Baltimore's Promise, and MOED for the following funding opportunity from the U.S. Department of Labor:

- Meetings are happening on a weekly basis between BCCC, Baltimore's Promise, MOED, and City Schools
- The Youth Systems Building (YSB) Academy will engage our proposed team over a six-month period and begin implementing systems, program, and/or policy improvements.
- The goal of YSB is to support efforts to improve employment outcomes and strengthen service delivery systems through a range of strategic planning, in-person, and virtual training and technical assistance activities.
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**Johns Hopkins Hospital**

- Workforce Development is coordinating with Johns Hopkins Hospital for PCT training that began in February 2024. All eight (8) JHH employees successfully completed their certifications in March 2024.

**Center for Urban Families**

- Workforce Development worked closely with the Center for Urban Families to enroll over seventy–five students in Certified Nursing Assistant (CNA) and Community Health Worker Programs (CHW), Diesel Mechanic, and Commercial Driving License (CDL) programs. The workforce department is entering the final year of the BOOST grant partnering with Center for Urban Families (CFUF). CFUF has also received funding for an additional seventy-five students (total 150).
- In partnership with MOED's Train up program, CFUF has enrolled forty-three (43) students in CNA, CDL, Cyber, and CHW programs since January 2023. More students are expected to be enrolled in the aforementioned programs in 2024.

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- In January 2024, WF began a cohort of Certified Nursing Assistant with sixteen (16) students and a Pharmacy Tech cohort of twenty-four (24) students.
- To date in FY24, in collaboration with Goodwill, WF trained and licensed thirty-one (31) Certified Nursing Assistants and twelve (12) Pharmacy Techs.
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- Workforce Development coordinated with University of Maryland Medical Center to begin a Patient Care Tech (PCT) cohort of eight (8) students in October 2023. They are on schedule to complete training, clinicals, and certification in May 2024.

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- In July 2023, Workforce Development submitted a grant proposal for FY 2024-2026 to continue the current funding available to SNAP recipients. The proposal was to double the previous grant and provide training for up to (200) two hundred participants. BCCC has submitted the executed contract to the Department of Human Services and is awaiting return to begin serving SNAP recipients.

**Baltimore City Department of Social Services**

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**Other Funding Opportunities**

- Workforce Development has also received several funding opportunities to offer workforce training to city residents:

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  - **Baltimore City Department of Social Services/SNAP** - $255,000 to offer workforce development training for City residents and recipients of SNAP benefits.
  - **Department of Human Services SNAP** - $1.2 million over three years to offer workforce training to Maryland residents and recipients of SNAP benefits.
  - **Department of Social Services Sequence** - $87,250 to offer workforce training specifically in healthcare to City residents

**<u>Career Services Updates</u>**

- 56 – Students were placed in employment opportunities in the following companies:
  - Futurecare Lochearn
  - Berry Global Group
  - KX Car Wash Service
  - Clean Harbors Waste Management Co.
  - WM Waste Management and Recycling Service
  - Kennedy Services
  - Best Friends Fur Ever
  - Seed School of Maryland
  - Grace Medical Center - LifeBridge Health
  - Legal Services, Inc.
  - UPS
  - Little Sister of the Poor
  - U. of Maryland Medical Center
  - Burger King
  - The Driven Group Transportation Service
- 1 – 1 – Student was placed in an internship with Catherines Family and Youth Services – Sampana Bon
- 5 – Job Readiness *Daytime* Training Sessions were held in the following areas: CDL and CNA
- 9 – Job Readiness *Evening* Training Sessions were held in the following areas: CNA and CDL
- 19 – Student resumes were developed.
- 11 – Student resume review sessions were conducted in person.
- 7 – Student resume review sessions were conducted via Zoom.
- 6 – Mock interview sessions were conducted. Have scheduled follow-up discussions for outcomes.
- 36 – Student walk-ins for services.
- Attended South Baltimore High School's Career and Resource Fair
- Meeting with Workforce Programs re: Job Readiness processes
- Attended Western High School's Career Fair
- Spring 2024 Near Completers presentation for Office of Student Affairs
- Attended Digital Harbor High School's Seniors Job Fair.
- Attended Divisional Meeting to discuss MSCHE Visit
- MSCHE Standard II Working Group meeting with MSCHE Accreditation Team
- WDCED/Partners meeting with MSCHE Accreditation Team
- 24 official GED exams were taken; 19 content-specific exams were passed; 11 GED content exams did not pass by 1-3 pts.
- 43 GED Ready tests were taken; 28 received a "Likely to Pass" on the GED Ready tests; 14 students missed getting a "Likely to Pass" by 1-3 pts.
- 3 additional students earned their high school diploma in March.
- 24 students earned their high school diploma so far, this fiscal year.
- 2 new students enrolled in Adult High School total of 96 to date.

# Baltimore City Community College

**REALIGNMENT TASKS UPDATE**

**Board of Trustees, September 2024**

***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*

***Workforce Development Program Development and Expansion*** – Workforce continues to expand partnerships with local community and health agencies to provide opportunities for students to gain training and improve their career outlook. Additional activities include:

### Baltimore City Schools

- In partnership with Baltimore City Schools, WF has developed a summer training program in four (4) areas: Certified Nursing Assistant (14 students), Pharmacy Technician (7 students), Community Health Worker (15 students), and Emergency Medical Responder (EMR) (17 students). Designed for rising seniors, the summer training finished in August.
    - All classroom hours are completed, and students are participating in the required clinicals.
- With this programming, WF have worked with Ed Burrell in the Emergency Medical Services Department to develop a new certification for Emergency Medical Responder. A 90-hour course that prepares students for state and national certification.
- Workforce Development is coordinating with Vivian T Thomas Medical Arts Academy, to launch noncredit pathways in dual enrollment for Fall 2024 semester.
    - CNA (Seniors) – 10
        - CNA sequence: Medical Terminology, CNA Theory, CPR, and Clinicals
    - CNA (Juniors) – 15
        - CNA sequence: Medical Terminology, CNA Theory, CPR, and Clinicals
    - EMT: pending program sponsorship from BCCC

### Mayor's Office of Employment Development (MOED)

- In Partnership, BCCC is hosting 30 Career Coaches from City Schools at its South Pavilion location. These Career Coaches were given a tour of the main campus and provided an orientation, where members of the BCCC community spoke about their specific areas and what they could offer to prospective students.
- In conjunction with the ongoing partnership with MOED and DSS, staff is attending weekly intake sessions at the MOED workforce Reception Center. At these events we present workforce training opportunities to incoming DSS participants.
- Every Thursday at MOED's Northwest Job Center, BCCC workforce staff attend a community job and training fair to engage with local community interested in workforce training.

### Childcare Training

- In March 2024, WF began in person classes for Early Childhood Education and Childcare at South Pavilion. The training leads to the 90-hour certification from the Maryland State Department of Education (MSDE). Current enrollment can be found below.

- Child Growth and Development (Summer): 7
- Infant and Toddler (Summer): 19
- Child Growth and Development (Fall): 9
- School Age Childcare (Fall): Still recruiting for a start date of 10/14

**IELCE/IET (Integrated English Language and Civics Education/Integrated Education and Training)**

- In coordination with Adult Basic Education (ABE), WF combined GED pathways with workforce training. A Certified Nursing Assistant (CNA) cohort will begin in September to complete with CNA licensure with the Maryland Board of Nursing in December.
- Additional combined ABE and ESL cohorts in Childcare, Community Health Worker and Warehousing are being planned for FY5 completion.
- In a partnership with CASA of Baltimore, WF coordinated English Second Language courses with Certified Nursing Assistant (CNA). For FY25, there are three cohorts planned. The first began in July 2024 with eleven (11) students to slated complete their training by the end of October.

**Maryland Department of Health**

- Workforce Development was awarded a grant to train and certify fifteen (15) Community Health Workers. Training began in February and concluded in June 2024. Students are completing the required clinical hours and will register for certification with the Maryland Department of Health.

**Center for Urban Families**

- Workforce Development worked closely with the Center for Urban Families to enroll over seventy–five students in Certified Nursing Assistant (CNA) and Community Health Worker Programs (CHW), Diesel Mechanic, and Commercial Driving License (CDL) programs. The workforce department is entering the final year of the BOOST grant partnering with Center for Urban Families (CFUF). CFUF has also received funding for an additional seventy-five students (total 150).
- In partnership with MOED's Train up program, CFUF has enrolled forty-three (43) students in CNA, CDL, Cyber, and CHW programs since January 2023. More students are expected to be enrolled in the aforementioned programs in 2024.

**Goodwill Industries**

- To date in FY24, in collaboration with Goodwill, WF trained and licensed thirty-one (31) Certified Nursing Assistants and twelve (12) Pharmacy Techs.
- The April CNA cohort of sixteen (16) completed the classroom portion and their clinicals in June/July.
- The May Pharmacy Tech cohort enrolled fifteen (15) students who completed their training in July.

**University of Maryland Medical Center**

- A cohort of sixteen (16) students began their Patient Care Tech (PCT) training in January and completed coursework in July 2024. These students are currently in their clinicals.
- A March cohort of eight (8) students is currently finishing up their training and will enter clinicals next month.

**Department of Human Services SNAP**

- In July 2023, Workforce Development submitted a grant proposal for FY 2024-2026 to continue the current funding available to SNAP recipients. The proposal was to double the previous grant and provide training for up to (200) two hundred participants. BCCC has submitted the executed contract to the Department of Human Services and is awaiting return to begin serving SNAP recipients.

**Baltimore City Department of Social Services**

- In partnership with the Department of Social Services, Workforce Development has coordinated with three outside vendors to provide training in Makeup artistry, Hospitality, and Financial Literacy.

**Other Funding Opportunities**

**Baltimore City Department of Social Services – 4.8 million over three years to offer workforce training to Baltimore City residents and recipients of DSS benefits**

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  - Department of Human Services SNAP - $1.2 million over three years to offer workforce training to Maryland residents and recipients of SNAP benefits.
  - Department of Social Services Sequence - $87,250 to offer workforce training specifically in healthcare to City residents

**<u>Career Services Updates</u>**

Job Readiness Sessions

- 4 Job Readiness Daytime Training were conducted on the following dates: Goodwill CNA – 08/01/24; 08/20/24; 08/21/24; 08/22/24.
- 6 Job Readiness Evening Training Sessions: 08/06/24, 08/07/24, 08/08/24, 08/13/24, 08/14/24, and08/15/24.

Client Services

- 27 Students were placed in employment opportunities.
- 3 students were submitted to WBJC Radio internship – Caleb Kalu, Fadilla Shaibani, Alice Andrade.
- 31 students received walk-in services.
- 14 student resumes were developed.
- 5 student resume review sessions were conducted in person.
- 9 student resume review sessions were conducted via Zoom.

Community Events

- Career Services attended the following events:
  - MOED/Westside Youth Opportunity Center Hiring Event – 08/21/24.
  - UMMC West Fest Community Resource Fair – 08/28/24.
  - BCCC Student Welcome Week 2024 Resource Event – 08/28/24.
  - Title II Leadership Team CO-OP (DLLR)-08/07/24.

High School Diploma Achievement and Transition Services

- For FY 24, 31 students earned their high school diploma.
    - 5 more students earned their high school diploma for a total of 6 for fiscal year (2025).
    - A total of 37 students have earned their high school diplomas for 2024 graduation ceremony.
- 94 students currently enrolled in South Baltimore Adult High School (Elev8).
- Job Readiness-Classroom Visit to ABE-08/07/24.

# Baltimore City Community College

## President's Report – Realignment Tasks Update

## Board of Trustees, November 2024

Realignment Task #2

**"Make workforce development and job placement top educational priorities of BCCC."**

*Mr. Michael Thomas, Vice President for Workforce Development & Continuing Education*

### Departmental updates

The Workforce Development and Continuing Education division has successfully fostered substantial engagement across various programs, resulting in a total of 152 enrollments. The pre-cyber program saw 80 participants, reflecting a rising interest in cybersecurity, while Network+ attracted 38 participants. The Microsoft program enrolled 13 students, and the Hospitality program drew 4 students, indicating a continued demand for skills in these vital fields. The Commercial Driver's License (CDL) program registered 65 individuals, highlighting the pressing need for qualified drivers in today's workforce. Additionally, the Construction program welcomed 31 students, the Warehouse program saw 17 enrollments, and the Childcare program experienced high interest, with 71 individuals enrolled, underscoring community commitment to early childhood education and care. These classes are ongoing, with students expected to complete certification in due course.

### Outreach Initiatives and Community Engagement

BCCC has proactively engaged in outreach initiatives to connect with potential students and promote our programs. A key event was the East Side One Stop Career Center Job Fair, which served as a targeted platform for job seekers. At this event, BCCC highlighted workforce programs as excellent opportunities for career advancement, successfully recruiting several new students.

The Workforce team also attended a background check expungement event, which hosted approximately 60 adults. As a result, 12 attendees registered for training, and 8 individuals completed an interest form, subsequently receiving follow-up meetings with intake specialists.

In response to our stakeholders, Community Health Worker (CHW) students will be participating in the upcoming Turkey Drive at UMMC on November 26, 2024, an event dedicated to supporting families in need during the holiday season.

Another significant outreach effort took place at the GBUL Career Fair on September 25, where the BCCC Workforce Development Department presented educational opportunities to over 100 attendees. Through meaningful dialogue, Workforce staff provided information on programs and financial assistance options, leading to over 20 registrations and a complete interest sheet. An estimated 20% of attendees ultimately enrolled in BCCC courses.

BCCC was also present at the 2024 Fall Manufacturer-Transportation-Retail Hiring Event hosted by the Maryland Department of Labor on October 17, 2024. The event brought together over 200 participants, and the Workforce team connected with more than 20 prospective students interested in BCCC's programs. Additionally, Workforce representatives participated in the HORUS Academy Scholar's College, Trade, & Scholarship Expo, an annual event aimed at educating high school students about post-secondary options, where they engaged with 10+ prospective students.

Each week, Workforce Development attends the NW Career Center's "Employment Thursdays" event, hosted by the Maryland Office of Employment Development, where BCCC offers training opportunities to interested participants. Typically, 15 or more students enroll in Workforce programs during each visit.

**Programmatic Developments**

Eighteen (18) healthcare courses commenced in October, with a total enrollment of 240 students across three BCCC locations.

In October, 20 Certified Nursing Assistant (CNA) students are expected to complete their certifications. Three Emergency Medical Technician (EMT) students from the Spring 2024 cohort have successfully obtained their state licenses, and ten Patient Care Technician (PCT) students have completed their program and are preparing for the National PCT certification exam.

In IT and business-related programs, we welcomed 95 new students in October, marking a 50-student increase over the same period in 2023. Two new CompTIA A+ classes enrolled 40 students, and two CompTIA Network+ classes with 25 students are scheduled to begin next week, with an additional 7 potential enrollees. The Security+ classes are currently attended by 18 students.

The Hospitality course recently completed phase one, achieving a 100% certification rate in the American Hotel and Lodging Educational Institute's Hospitality Guest Services certification. Participants have progressed to the START program, beginning with the Front Desk Representative course, showing a 25% increase in certifications compared to September.

Clinical rotations in September and October saw an increase, with 53 students participating. Monthly enrollment in Venipuncture rose by 10%, the Pharmacy program doubled with a 12% increase, driven by partnerships with Walgreens and CVS, and Community Health Worker enrollments increased by 5%. Patient Care Technician (PCT) and Certified Medication Assistant (CMA) enrollments also showed modest growth.

The Workforce Development team has introduced initiatives to enhance student involvement, including student surveys, engagement events, holiday planning, and participation in the Graduation Committee to foster a well-rounded student experience.

**High School Diploma Achievement, Transition, and Employment Services**

Several partners, including Johns Hopkins, University of Maryland, Good Samaritan, Future Care, and NAMI, have directly hired students following their clinical rotations, underscoring the quality of our training programs.

Workforce Development also continues to support students in attaining their high school diplomas. In FY 2024, 31 students graduated, with an additional five students set to graduate in FY 2025. Our partnership with South Baltimore Adult High School has been instrumental, serving nearly 100 adult learners with comprehensive instruction in math, language arts, science, and social studies. These efforts not only enable adult learners to achieve their diplomas but also equip them with foundational skills for workforce success or continued education.

**Baltimore City Community College (BCCC): Realignment Task #2**

**Objective: Make workforce development and job placement top educational priorities at BCCC.**

## Overview of BCCC's Commitment to Workforce Development and Job Placement

Baltimore City Community College (BCCC) has consistently prioritized workforce development and job placement as core elements of its mission. Through expanding training opportunities, fostering strategic partnerships, and effectively utilizing grant funding, BCCC equips students with essential skills and pathways for meaningful employment. This report outlines the college's achievements in fulfilling Realignment Task #2, highlighting increased enrollment, diverse program offerings, and measurable outcomes.

The College's annual CC-3 submission to MHEC indicated that the Workforce Development and Continuing Education Division's Full Time Enrollment (FTE) increased by 40% in FY 24 as compared to FY 23.

## Programmatic Expansion and Enrollment Highlights

BCCC offers a comprehensive array of workforce training programs designed to meet Baltimore's evolving labor market needs. These programs are developed in collaboration with local businesses, government agencies, and professional associations to ensure alignment with industry standards and employer expectations. Key training programs include:

- **Healthcare Training**: Programs such as Certified Nursing Assistant (CNA), Patient Care Technician (PCT), Community Health Worker (CHW), and Pharmacy Technician prepare students for critical roles in the healthcare sector. These programs combine theoretical knowledge with practical skills, ensuring graduates are ready to meet the demands of healthcare employers.
- **Cybersecurity and Information Technology**: Courses leading to certifications like CompTIA A+, Network+, and Security+ equip students with essential skills for careers in IT support and cybersecurity. These programs address the growing need for professionals capable of protecting digital infrastructures.
- **Childcare and Early Childhood Education**: Training programs provide the necessary credentials for individuals pursuing careers in early childhood education, emphasizing child development, curriculum planning, and effective teaching strategies.
- **Commercial Driver's License (CDL) Training**: The CDL Class B program prepares students for careers in commercial driving, focusing on safety, vehicle operation, and regulatory compliance.
- **Hospitality and Tourism**: Courses in hospitality management and customer service prepare students for roles in the tourism and service industries, emphasizing skills in guest relations, event planning, and operations management.
- **Construction and Industrial Maintenance**: Programs such as Construction Core Pre-Apprenticeship and Industrial Maintenance Mechanic Apprenticeship provide foundational skills for careers in construction and maintenance, covering topics like safety protocols, tool usage, and basic construction techniques.

- **Adult Basic Education (ABE) and English as a Second Language (ESL)**: These programs support adult learners in improving literacy, numeracy, and English language skills, serving as a foundation for further education and employment opportunities.

**Overall Enrollment Statistics**

- Total Combined Enrollment Across All Programs: 3,248 students
- Total Combined Classes Offered: 154
- Average Enrollment per Class: Approximately 21 students

**Strategic Grant Funding and Financial Support**

**Secured Funding for Workforce Programs**
BCCC has successfully secured substantial grants to support and expand workforce training initiatives. Key funding sources include:

- Maryland Department of Health: $10,059
- MORA Afghan Grant: $546,504
- MORA Refugee School Impact Grant (RSIG): $1,236,745
- Supplemental Nutrition Assistance Program (SNAP) Grant: $600,000
- Additional Grants: Maryland Department of Labor ($1,044,693) and ARPA funding ($750,000).

Total funding exceeds $5.7 million, ensuring continued support for programmatic expansion and sustainability.

**Community Partnerships and Collaboration**

**Comprehensive and Strategic Partnerships**
BCCC has forged numerous partnerships that enhance workforce training and community engagement. Key partnerships include:

- **CASA de Maryland**: Collaborates on IELCE/IET cohorts integrating workforce training with language acquisition for programs such as CNA, CHW, Warehousing, and Childcare. This partnership serves over 100 students annually and focuses on preparing students for above-minimum wage positions.
- **Mayor's Office of Employment Development (MOED):** BCCC is hosting 30 Career Coaches from City Schools at its South Pavilion location. Staff attend weekly intake sessions at the MOED workforce Reception Center. At these events, workforce training opportunities are presented to incoming DSS participants. Every Thursday at MOED's Northwest Job Center, BCCC workforce staff attend a community job and training fair to engage with local community interested in workforce training.
- **Johns Hopkins Hospital**: Provides tailored training programs for hospital staff at both the main campus and Bayview Hospital. Additional classes have been requested due to high demand.

- **Baltimore City Schools**: Collaborates on career counseling, workforce pathways for high school students, and summer programs in healthcare and technical skills. Initiatives include Certified Nursing Assistant (CNA), Pharmacy Technician, Community Health Worker, and Emergency Medical Responder training for high school students.
- **Mayor's Office of Employment Development (MOED)**: Engages in workforce development initiatives, including job fairs, career coaching, and GED preparation at various community centers.
- **City of Refuge and Community-Based Organizations (CBOs)**: Partners with CBOs to provide off-site GED and workforce training classes.
- **International Rescue Committee (IRC), Lutheran Social Services (LSS), and Hebrew Immigrant Aid Society (HIAS)**: Supports refugee and immigrant clients with ESL and workforce training, including specialized RAP classes.
- **University of Maryland Medical Center (UMMC)**: Provides English language instruction and workforce training to hospital staff through customized programs.
- **Holabird, Moravia Park, Curtis Bay, and Fallstaff Judy Centers**: Hosts ESL and community education classes for adult learners.
- **University of Maryland Extension**: Collaborates on digital literacy training for Afghan families recently resettled in Baltimore.
- **Refugee Youth Project (RYP)**: Provides programming at multiple Baltimore schools, focusing on academic, cultural, and career support for over 150 refugee students.
- **Mayor's Office of Immigrant Affairs (MIMA)**: Expands outreach for naturalization and ESL classes for older refugees and permanent residents.

**Additional Collaborative Efforts**
BCCC has partnered with organizations such as the Maryland Department of Labor, Goodwill Industries, Green Street Academy, and local correctional facilities to further enhance workforce training opportunities and expand educational outreach.

**Career Services and Employment Support**

**Robust Career Services and Placement Initiatives**
BCCC's Career Services department plays a pivotal role in preparing students for employment and supporting their career goals. The department engages students with comprehensive job readiness and placement initiatives, focusing on both immediate employment and long-term career growth. Key elements include:

- **Resume and Interview Workshops**: Career Services offers frequent workshops designed to help students craft professional resumes and develop strong interview skills. These workshops often feature mock interview sessions with industry professionals to build students' confidence and adaptability to various career environments.
- **Job Placement Services**: The department actively partners with local employers, creating a robust network of job opportunities across sectors, including healthcare, technology, hospitality, and transportation. Job fairs, on-campus recruiting events, and networking sessions further connect students with potential employers.

- **Internship Opportunities**: By collaborating with community partners and employers, Career Services facilitates internships and experiential learning opportunities that allow students to gain hands-on experience, build skills, and expand their professional networks.
- **Individualized Career Counseling**: Students can access one-on-one career counseling sessions tailored to their career aspirations, academic achievements, and professional experiences. Counselors help students identify career pathways, prepare for job searches, and plan career progression.
- **Community Outreach and Employer Engagement**: Career Services works closely with local businesses, community organizations, and industry leaders to align BCCC's training programs with labor market demands. This ensures that graduates are well-prepared for job placements in high-demand fields and helps build long-term partnerships that benefit both students and the broader Baltimore community.

**IELCE/IET (Integrated English Language and Civics Education/Integrated Education and Training) Program**

The IELCE/IET program at BCCC exemplifies the college's innovative approach to workforce development, particularly for English Language Learners (ELLs). By integrating English language instruction with job-specific skills training, the IELCE/IET model ensures that students gain both the linguistic and practical skills necessary for success in the workplace. Key aspects of the program include:

- **Integration of Language and Workforce Training**: The IELCE/IET model offers English language instruction alongside occupational training in fields such as healthcare (e.g., Certified Nursing Assistant (CNA)), community health work, warehousing, and logistics. This dual approach allows students to develop industry-specific vocabulary, improve communication skills, and acquire critical technical skills.
- **Cohort-Based Learning**: Students participate in cohorts, fostering a supportive community and collaborative learning environment. The cohort model encourages peer support, accountability, and shared experiences that build confidence and enhance learning outcomes.
- **Short-Term, Intensive Programs**: IELCE/IET programs are structured to be completed in a relatively short timeframe, often within 12 weeks. This allows students to rapidly acquire credentials and enter the workforce, minimizing the time spent in training without sacrificing quality.
- **High Employment Outcomes**: The program emphasizes job placement in above-minimum wage positions. By partnering with organizations like CASA de Maryland, BCCC ensures that graduates are equipped to meet labor market demands and achieve sustainable employment.
- **Collaboration with Employers and Community Organizations**: The IELCE/IET program involves partnerships with employers, such as Johns Hopkins Hospital and local businesses, to provide relevant, hands-on training and align curricula with workforce needs. This approach makes students more competitive in the job market and improves the overall effectiveness of the training.
- **Tailored Support Services**: Recognizing the unique needs of ELLs, the program offers academic and career counseling, language tutoring, and support services designed to address barriers to education and employment, such as childcare, transportation, and cultural acclimation.
- **Diverse Program Offerings**: While healthcare training remains a primary focus, the IELCE/IET program has expanded into other fields, such as warehousing and logistics, to provide broader career options for students with diverse interests and backgrounds.

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# Task Three Evidence

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| | |
| | |
| | |

## Dual Enrollment Fall '24 - Spring '25

Red text indicates tentative, non-confirmed status

| School | Fall '24 Course | Fall '24 Course Schedule | # Students | Professor | Textbook/Access code(s) | School Point of Contact | Fall '24 Term | Additional Pay | Important Information | Spring '25 Courses | Spring '25 Course Schedule | # Students | Professors | Textbook/Access code(s) | Spring '25 Term |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Bais Yaakov**<br>**Adina Rishe: arishe@baisyaakov.net** | Biology 102 | T/R 3:30pm-5:00pm; Lab 6:00pm-8:30pm | 20 | Mengasha, Samson | No Textbook - OER will be used | **Adina Rishe: arishe@baisyaakov.net** | 14-week | | Classes begin 9/3 and End 12/17. **School Closed**: Oct. 2, 3, 16, 17, 21, 22, 23, 24, Nov. 11, 28, | Environmental Science | | 20 | Yelena Nikami | | 14-week |
| | Biology 102 | M/W 3:30pm-5:00pm; Lab 6:00pm-8:30pm | 19 | Mengasha, Samson | No Textbook - OER will be used | | 14-week | | Classes begin 9/4 and End 12/18. **School Closed**: Oct. 2, 3, 16, 17, 21, 22, 23, 24, Nov. 11, 28, Dec. 11 | Environmental Science | | 19 | Yelena Nikami | | 14-week |
| **Dunbar**<br>**Ms. Negash (410) 525-6923 (office); (443) 405-2469 (cell)** | MAT 128 | M/W/F 8:00am - 9:25am **Need to reduce by 1 meeting day a week; make Friday a tutoring** | 21 | Roderico De Armas | access code | **Ms. Negash (410) 525-6923 (office); (443) 405-2469 (cell) nnegash@bcps.k12.md.us** | 14-week | $465.70 | **Early dismissals**: 10/17, 10/29, and 12/9<br>**School Closures**: 10/18, 11/4, 11/5, 11/27, 11/28, and 11/29 | English 207 | MWF 8:30am-9:30am | 25 | Nadia Desir | N/A | 14-week |
| | SOC 101 | T/R 8am -9:15am (1750) | 21 | Sara Boz | https://openstax.org/details/books/introduction-sociology-3e | | 14-week | | | Art 225 | T/R 8:00am-9:20am | 25 | | | 14-week |
| | Pre-100 | T/R 1:15pm - 2:20pm **Need to reduce by 1 meeting day each week. Make one day a tutoring day. (1751)** M/W/F 1:30pm - 2:30pm | 9 | Karifa Korama | No Book | | 14-week | $571.55 | | ASL 101 | T/R 10:50am-12:10pm | 20 | | | 14-week |
| | Speech 101 | **Need to reduce by 1 meeting day a week;** | 9 | Phillip Powell | Comm6: Speech Communication ISBN 9780357709535 | | 14-week | $1,714.64 | | BUA 100 | MWF 11:10am-12:30pm | 20 | Novelette Jacson | | 14-week |
| **Forest Park: ejmeyers@bcps.k12.md.us 410-396-0753** | Speech 101 | W 12:50pm-2:20pm (175 | 13 | Laounodji Mbai | Comm6: Speech Communication ISBN 9780357709535 | **Ebony Meyers: ejmeyers@bcps.k12.md.us** | 14-week | | **Early dismissals**: 10/17, 10/29, and 12/9 | Sociology 101 | T/R 2:45pm-4:00pm | 20 | | | 14-week |
| **Green Street** | MAT 128 | MWF 11:02am - 12:11pm | 26 | | | | 12-week | | | | | | | | |
| | MAT 128 | MWF 12:15pm - 1:24pm | 11 | | | | 12-week | | | | | | | | 14-week |
| **Mergenthaler**<br>**Ms. Yates: gyates@bcps.k** | English 101 | W 2:45pm - 4:30pm (175 | 4 | Lorenzo Kellam III | No Book | **James Taylor: 410-396-6497: JTaylor01@bcp** | 12-week | | **Early dismissals**: 10/17, 10/29, and 12/9<br>**School Closures**: 10/18, 11/4, 11/5, 11/27, 11/28, and 11/29 | English 101 | M/W 2:45pm - 4:30pm | 10 | Sean Kaufmann | | 14-week |
| | Math 107 | T/R 2:45 4:30 | 3 | Charles Perry | | **Ms. Yates: gyate** | 12-week | | | Math 107 | T/R 2:45 4:30 | 10 | | | 14-week |
| | Art 200 | W 2:45pm - 4:30pm (175 | 7 | Kim Sunggue | Experimental Drawing 978-0823016228 | | 12-week | | | Art 200 | M/W 2:45pm - 4:30pm | 10 | | | 14-week |
| **Port**<br>**Vicki Cornaeu: 860-729-5424** | Pre-100 | T/F 9am-10:30am Need to reduce one day each week. Friday should | 9 | Lorenzo Kellam III | No Book | **Vicki Cornaeu: 860-729-5424** | 14-week | $571.55 | **Early dismissals**: 10/17, 10/29, and 12/9<br>**School Closures**: 10/18, 11/4, 11/5, 11/27, 11/28, and 11/29 | MAT 128 | M/R 9am-10:30am | 12 | | | 14-week |
| | MAT 107 | M/R 9am-10:30am | 9 | Deidra Fryer | | https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:5 | 14-week | | | Sociology 101 | T/F 9am-10:30am | 12 | | | 14-week |
| **REACH! Andre Moore**<br>**abmoore@bcps.k12.md.us** | Pre-100 | MWF 12:01pm-12:46pm **Need to reduce by one day each week. Make** | 11 | Alison Jones | No Book | **Andre Moore abmoore@bcps.k12.md.us** | 14-week | $571.55 | | CLT 100 | T/R 12:34-2:04 | 15 | Novelette Jacson | | 14-week |
| **Reginald Lewis**<br>**OBrien, Bobbi F. <BFGreen@bcps.k12.md.** | English 207 | M/W/F 9:30am - 11:00am **Need to reduce by one day a week. Make Friday a tutoring** | 10 juniors | Tony McEachern | No Book | **OBrien, Bobbi F: BFGreen@bcps.k12.md.us** | 14-week | $1,714.64 | **Early dismissals**: 10/17, 10/29, and 12/9<br>**School Closures**: 10/18, 11/4, 11/5, 11/27, 11/28, | Math 128 | M/W/F 9:30am - 11am | 19 seniors | | | 14-week |
| | Speech 101 | Th 9:38am-10:45am (1759 | senior/junic | Phillip Powell | Communication ISBN 9780357709535 | Reginald Lewis Friday PD Info.docx | 14-week | | | Sociology 101 | T/R 9:30 - 11:00am | 29 juniors/seniors | | | 14-week |
| | Art 106 | M/W/F 9:30am - 11:00am **Need to reduce by one day a week** | 19 seniors | Huaqi Liu | No Book | | 14-week | $1,714.64 | | HIS 152 (Modern World) | M/W/F 9:30am - 11am | 10 juniors | Nkosi, Malik | | 14-week |
| **Vivien T. Thomas** | English 207 | Monday ONLY 10:30-12:00pm CRN (1841) Wednesday ONLY 10:50AM-12:25PM | 22 | Lorenzo Kellam III | No book | **Trish Singleterry,** | 14-week | | | Speech 101 | T/R 1:05pm-2:20pm | | | | 14-week |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Trish Singleterry, Assistant Principal 410-807-2485 (cell); 443-984-2831 (school)** | Chemistry 101 | T/R 11:25am -12:50pm **Need 3 hr. Lab day/time** | 10 | Fikire | Modified Mastering Chemistry with Pearson eText Access CodeISBN 9780137542758 | **Assistant Principal 410-807-2485 (cell); 443-984-2831 (school)** | **(Change rom 14-week to 12 week. Is the tutoring and extra pay needed?** | $2,286.19 | | | | | | | |
| **The Community School** | English 101 | T/R 8:45am-10:15am (1759) | 7 | LaTonia Moss | No Book | **Tom Culotta: 410-467-4920 (office); 410-8044849 (cell); tomculotta@tcs** | 14-week | | | Environmental Science | T/R 8:45am-10:15am | | | | 14-week |
| **Baltimore Design School** | English 101 | on BCCC Campus | 12 | | | **Shannon Hayes shayes01@bcps.k12.md.us** | 12-week | | | MAT 107 | on BCCC Campus | 10 | | | |
| **Patterson** | CLT 100 | **M/W/F 1:22-2:50pm Need 60 minutes each day. Would like the tutor** | 22 | Matthew Broxton | | **Cecilia Torregoza otorregoza@bc** | 14-week | $1,143.10 | | | | | | | |
| **Coppin Academy** | Speech 101<br>Speech 101 | W/F 12:48pm - 1:45pm (17<br>W/F 1:48pm - 2:50pm (17 | 25<br>23 | Tony McEachern<br>Tony McEachern | Comm6: Speech Communication ISBN 9780357709535<br>Comm6: Speech Communication ISBN 9780357709535 | **Marcia Murray-Grove: 443-642-5060; mmurray01@b** | 14-week<br>14-week | | Every 1st & 3rd Wednesday of the month is a half day for students. (TMcE) | Sociology 101<br>Sociology 101 | W/F 12:48pm - 1:45pm (17<br>W/F 1:48pm - 2:50pm (17 | 25<br>23 | Tuesday Barnes<br>Tuesday Barnes | | 14-week<br>14-week |
| **Douglass** | | | | | | | | | | | | | | | |
| **Renaissance** | | on BCCC Campus | | | | **Harold Jones: 443-930-0035; harold.jones@ssw.umaryland.ed** | | | | Ms. White sent Spring '25 course schedule and is awaiting the school's selection. | on BCCC Campus | | | | |
| **Mount Clare Christian School** | | on BCCC Campus | | | | **Marita Scholtz: 443-718-7611 tmscholtz@co** | | | | English 101 | T/R 1:00pm-2:45pm on BCCC Campus | 6 | Sean Kauffman | | |
| **Vivien T. Thomas WKFC Development Courses** | CNA/GNA<br>Venipuncture and Specimen<br>EMT with certification 1<br>Pharmacy Technician with certification<br>Dental Assistant with certification | 10:30am - 12pm<br>12:55-2:20pm<br>T/R 1:05pm-2:20pm<br>M/W 10:30-12:00pm | seniors<br>juniors<br>6<br>12 | | WDCED<br>WDCED<br>WDCED | **Trish Singleterry, Assistant Principal 410-** | 14-week<br>14-week<br>14-week<br>14-week<br>14-week<br>14-week | | **Early dismissals**: 10/17, 10/29, and 12/9<br>**School Closures**: 10/18, 11/4, 11/5, 11/27, 11/28, | Medical Terminology<br>EMT with certification 2<br>Venipuncture and Specimen Collection<br>Patient Transporter with certification, including CPR or BLS certification<br>Laboratory Technician - PLTW Biomedical Pathway with certification | T/R 1:05-2:20pm<br>M/W 10:30am-12:00pm and/or 12:55-2:20pm<br>T/R 9:00-10:25am<br>12:55-2:20pm | 10<br>12<br>6 | | WDCED<br>WDCED<br>WDCED | |

# Expanding SUCCESS Project Agreement

Maryland Higher Education Commission ("MHEC"), and Baltimore City Community College ("the College") or Subgrantee on the Project, enter into this agreement to implement the MDRC Expanding SUCCESS project ("the Project").

**WHEREAS**, Expanding SUCCESS is an ambitious effort to narrow and ultimately eliminate inequities in college completion and economic mobility for students of color and students from low-income families.

**WHEREAS**, Expanding SUCCESS builds on MDRC's twenty years of work with community colleges to identify and implement the best evidence based practices of what works to help students graduate.

**WHEREAS**, MDRC launched SUCCESS in 2019, a comprehensive student supports program, grounded in some of the strongest evidence in higher education and centered on intensive advising, financial incentives, and using data for continuous improvement.

**WHEREAS**, Expanding SUCCESS will build State capacity to implement, monitor, and expand SUCCESS to community colleges that serve large numbers of students of color and students from economically disadvantaged backgrounds.

**WHEREAS,** the parties hereto wish to enter into this Agreement according to the terms and conditions herein.

**NOW, THEREFORE THIS AGREEMENT WITNESSETH THAT**, for and in consideration of the promises, mutual covenants, obligations and the benefits and undertakings herein expressed, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree to the following terms and conditions:

## 1. Purpose

The purpose of this Agreement is to provide the College with the Grant Funds that will support the Scope of Work, as more specifically set forth on Exhibit A, attached hereto and incorporated herein.

## 2. Term

Unless otherwise terminated in accordance with this Agreement, the term of this Agreement is from May 1, 2024 to June 30, 2025 (the "Term").

## 3. Scope of Work

The College has agreed to collaborate with MHEC on the Project in accordance with the roles and responsibilities set forth in the Scope of Work, attached hereto and incorporated herein as Exhibit A. The College is responsible for providing complete and satisfactory performance of

this Agreement, in accordance with the roles and responsibilities set forth in the Scope of Work. The determination of satisfactory performance (as outlined in the Scope of Work) shall be made by MHEC, in its reasonable judgment, in consultation with the College.

**4. Budget and Payment**

A. This Agreement is for direct costs no greater than $125,000 for the implementation of the SUCCESS program, as led by MHEC in consultation with MDRC. MHEC agrees to pay the College in accordance with the payment terms outlined in Exhibit B, Payment and the Budget Narrative attached hereto as Exhibit C.
B. The College agrees that all expenditures are to be used in accordance with the terms of this Agreement.

**5. Key Personnel**

The College shall provide the following key personnel for this work (the "Key Personnel"):

Vice President for Academic Affairs
Vice President for Institutional Effectiveness, Research, and Planning
Interim Vice President for Student Affairs
Vice President, Finance & Administration
Assistant Vice President for Academic Engagement and Partnerships
Assistant Vice President for Student Affairs
Director of Institutional Research
Director of Grants
Director of the Student Success Center

MHEC shall provide the following State personnel for this work (the "State Personnel"):

Emily A. A. Dow, Assistant Secretary for Academic Affairs
Barbara Schmertz, Director, Research and Policy Analysis
TBD, Statewide Coordinator
TBD, Research Advisory
TBD, Policy and Implementation Advisory

Whenever Key Personnel become unavailable for assignment under this Agreement or are unable to commit the level of effort required without substantial deviation (more than 10 percent), the College shall notify MHEC two weeks in advance, or as soon as possible. The College shall provide MHEC with written justification of any proposed substitution of Key Personnel. Whenever State Personnel become unavailable for assignment under this Agreement or are unable to commit the level of effort required without substantial deviation (more than 10 percent), MHEC shall notify the College as soon as possible.

**6. Review of Written Materials and Publicity**

The College shall provide MHEC, via written notice to MHEC Statewide Coordinator, with advance notice and copies of any Project-related materials prepared for marketing, publicity, or

presentation purposes. MHEC, in collaboration with MDRC will review these materials and provide you with any comments and/or approval to use the materials within five business days. The College will promptly notify MHEC of any requests for Project-related press interviews in advance of such interviews. The prohibitions of this paragraph do not include marketing, presentations, or press activities related to your program that do not mention the Project or are not directly related to the Project. Similarly, MHEC will promptly notify the College of any requests for Project-related press interviews in advance of such interviews.

The restrictions in this section also do not apply to materials shared from MHEC or MDRC the College customizes for implementation purposes (for example, program training materials and program implementation guides).

MDRC will own the original version of any Project-related materials. The College will own any derivative materials it customizes or creates. At all times, MDRC's role in creating any Project-related materials will be acknowledged.

## 7. Program Information, Research Information, and Rights in Data

MHEC considers all data and records within The College's custody that are collected and used in the ordinary course of business to be "Program Information."

The College shall retain ownership of all Program Information at all times and may use Program Information as it wishes.

MHEC considers all data compiled or collected for the Project (that is, information that is not collected and used in the ordinary course of business with MHEC), including any documents, programming code, findings, instruments, program participation reports, and academic reports as "Research Information." Research Information may be compiled or collected by the College or exclusively by MHEC or MDRC for the Project.

MHEC considers that when the College's copies of Program Information are transferred to MHEC in accordance with this Agreement, those copies become Research Information and will be protected by Maryland law.

## 8. Confidentiality

MHEC and the College will comply with all applicable confidentiality and privacy laws and rules, including but not limited to Maryland Code Annotated, General Provisions Article, § 4-101 *et seq* and 20 U.S.C. §1232g, and shall cause its employees, consultants, and subcontractors and subcontractors' employees and consultants to so comply.

The College will document its data security practices in the IT Security Policy approved by the College's Board of Trustees. No personally identifiable data will be referred to in any published documents about the project without the permission of the person involved. The College must comply with the requirements, if any, of the College's Institutional Review Board ("IRB") and submit to the IRB all materials required for continuing IRB oversight.

The College may not divulge or disseminate to any third party any Research Information that becomes known to it during performance of this Agreement and/or which is in its custody. The College will keep any Research Information that contains personal identification information (defined as information described in Maryland Code Annotated, Commercial Article Section 14-3501), if any, confidential and secure until it is sent to MHEC.

Use of or disclosure to any third party of any Research Information is a breach of the terms of this Agreement. If the College has any reason to believe that there has been a breach of confidentiality of Research Information, whether through deliberate or inadvertent disclosure, the College will make its best efforts to notify MHEC within 1 hour of the discovery of the breach or possible breach.

Upon completion of this Agreement, the College will request and then comply with reasonable written instructions from MHEC regarding the disposition of any Research Information. Program Information is subject to the confidentiality and privacy laws and rules applicable to the College. Before releasing any information regarding the College or its students to the public, MHEC will provide the College with reasonable advance notice and an opportunity to review. Anything in this Agreement to the contrary notwithstanding, when and to the extent that Project materials are made public by MHEC, MDRC, the College shall have the same rights as the general public to utilize any such materials, including the right to make fair use of copyrighted materials.

The provisions in this Agreement regarding confidentiality will continue to bind both Parties when the Agreement is completed or otherwise terminated.

**9. Proprietary Information**

Performance of this Agreement may require the College to access and use data and information proprietary to MDRC (including its subcontractors) that is of such a nature that its dissemination or use, other than in performance of this Agreement, will be adverse to the interest of MDRC ("Proprietary Information"). Proprietary Information will be marked or identified as "proprietary." Proprietary information does not include information that is already known to the public, is in the public domain or has been independently generated by the College. For illustrative purposes only, the Project training and technical assistance materials would be Proprietary Information. The College understands that the Proprietary Information disclosed pursuant to this Agreement derives independent economic value, actual or potential, from not being generally known to, and not being readily ascertainable by, other persons who can obtain economic value from its disclosure or use.

Except as permitted under this Agreement, the College agrees not to divulge, reproduce, or release Proprietary Information in any form to any third party, either during or after the term of this Agreement, until made public by MDRC or unless as expressly authorized by MDRC or is required by subpoena or other compulsory process or a legal proceeding. The College shall not use, disclose, or reproduce Proprietary Information, other than as required in the performance of

this Agreement. Nothing herein shall preclude the use of any data and information and independently acquired by the College without such limitations.

The College agrees that it will protect MDRC's Proprietary Information in the same manner as it protects its own Proprietary Information of a similar nature. Disclosure of MDRC's Proprietary Information within The College's organization shall be restricted to those individuals who are directly participating in performance under this Agreement.

The foregoing terms and conditions regarding Proprietary Information shall survive the termination of this Agreement and shall remain in effect for three (3) years thereafter.

**10. Notice**

All notices required or permitted to be given hereunder shall be sufficient if in writing and personally delivered; if sent by certified mail, return receipt requested, and postage prepaid; or if sent by national recognized courier, signature delivery required, addressed as follows:

If to MHEC:

Dr. Sanjay Rai
Secretary
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201
sanjay.rai@maryland.gov

If to the College:

Dr. Debra L. McCurdy
President
Baltimore City Community College
2901 Liberty Heights Avenue
Baltimore, MD 21215
dlmccurdy@bccc.edu

**11. Non-Assignability**

The Parties agree that this Agreement may not be assigned to any third party.

**12. Insurance**

During the Term, MHEC and the College shall maintain all appropriate insurance for its organization.

**13. Nondiscrimination in Employment**

The parties agree not to discriminate in any manner against an employee because of race, color, religion, creed, age, sex, sexual orientation, gender identification, marital status, national origin,

ancestry, genetic information, or any otherwise unlawful use of characteristics, or disability of a qualified individual with a disability unrelated in nature and extent so as to reasonably preclude the performance of the employment.

**14. Compliance with Laws**

Each party shall comply with all applicable federal, State, and local laws, regulations and ordinances applicable to the activities and obligations under this Agreement.

**15. Liability**

Neither party shall assume any liability, obligation to indemnify, hold harmless, or pay attorney's fee that may arise or in any way be associated with the performance of operation of this Agreement.

**16. Changes**

This Agreement may be altered, amended, or modified only by a writing executed by duly authorized representatives of both parties. However, MHEC may at any time by written order, make changes in the services to be performed by the College, within the general scope of this Agreement. MHEC agrees to first consult with the College before making such changes.

Additionally, the College must notify MHEC Statewide Coordinator before the College makes any significant changes in the components, staffing, or operation of the College's program during the Term. Such changes would include, for example, changes to program enrollment requirements; student to coach/advisor ratio; amount of timeline for distribution of, or methods for earning incentives; data collection/monitoring practices, etc. Additionally, the College must notify MHEC of any potential staffing changes and/or changes to methods of collaboration between MHEC and the College. MHEC will determine if such staffing and/or programmatic changes require a modification to this Agreement.

**17. Termination**

If circumstances make either party's continued participation in the Project infeasible, that party will provide the other with immediate written notice to both MHEC Statewide Coordinator and the contact outlined in the Notices section, and ample opportunity to try to resolve the matter.

Either party may terminate this Agreement in whole or in part for any reason upon 30 days written notice to the non-terminating party. Upon receipt of termination notice from the other party, the receiving party shall cease performance of services under this Agreement on the specified termination date. The College will be paid for the satisfactory services performed up to the date of receipt of the termination notice or the date specified therein.

**18. Reduction in Funding**

MHEC has the right, in its sole discretion and in consultation with MDRC, to make a corresponding adjustment to the compensation amount described above based upon any revisions MHEC makes to the Scope of Work under this Agreement. MHEC agrees to first consult with the College before making such changes. The College and MHEC will proceed with performance under this Agreement, as revised.

**19. Stop Work**

A Stop Work Order will be issued by MHEC to the College if it is advisable in MHEC's sole discretion to suspend work. By written Stop Work Order to the College MHEC will require the College to stop all, or any part, of the work called for by this Agreement. Upon receipt of the Stop Work Order, the College will immediately comply with its terms and take all reasonable steps to minimize the incurrence of costs allowable to the work covered by the Stop Work Order.

**20. Applicable Law**

This Agreement shall be construed and enforced according to the Laws of the State of Maryland.

**21. Severability**

If any part of this Agreement is found to be null and void or is otherwise stricken, the rest of this Agreement shall remain in force.

**22. Waiver**

A party's failure to insist on compliance or enforcement of any provision of this Agreement shall not affect its validity or enforceability or constitute a waiver of future enforcement of that provision or of any other provision of this Agreement.

**23. Entire Agreement**

The Agreement and all attachments constitute the complete and final agreement between MHEC and the College, and supersedes all prior agreements, written or oral, relating to the subject matter hereof. The invalidity or unenforceability of any particular provision of this Agreement shall not affect any of the other provisions, and this Agreement shall be construed in all respects as if such invalid or unenforceable provisions were omitted. Titles of sections are for convenience only, and neither limit nor amplify the provisions of the Agreement itself.

Acknowledged and Agreed to:

| Maryland Higher Education Commission | INSERT COLLEGE'S NAME |
| --- | --- |
| SKR | Deborah L. McGuire |
| Signature | Signature |

| | |
|---|---|
| Sanjay Rai, Ph.D | D□□r□□□□M□□ □rd□□ |
| Printed Name | Printed Name |
| Secretary of Higher Education | □r□□d□□□□ |
| Title | Title |
| 09/23/2024 | 0□/1□/24□ |
| Date | Date |

Approved as to form and legal sufficiency:

Signature

Assistant Attorney General
Maryland Higher Education Commission

Date

**Exhibits**

Exhibit A – Scope of Work
Exhibit B – Payment
Exhibit C – Budget Narrative
Exhibit D – The College's Data Security Plan

**Exhibit A - Scope of Work**

## 1. Background

Expanding SUCCESS is an ambitious effort to narrow and ultimately eliminate inequities in college completion and economic mobility for students of color and students from low-income families. This project builds on MDRC's 20 years of work with community colleges to identify and implement the best evidence of what works to help students graduate. Launched in 2019, SUCCESS is a comprehensive student supports program—grounded in some of the strongest evidence in higher education—that's centered on intensive advising, financial incentives, and using data for continuous improvement.

In Expanding SUCCESS, the Maryland Higher Education Commission (MHEC) will work with the nonprofit, nonpartisan research organization MDRC to build MHEC's capacity to implement, monitor, and expand SUCCESS to community colleges that serve large numbers of students of color and students from economically disadvantaged backgrounds. MHEC will also focus on further scaling and sustainability, with the goal of (1) supporting participating campuses to secure the resources and capacity to sustain SUCCESS after the project period ends in 2025, and (2) expanding SUCCESS to additional Maryland campuses.

## 2. Core Components of the SUCCESS model

The SUCCESS program integrates multiple evidence-based components proven in previous studies to help students stay enrolled and graduate. These program components include:

- Coaches/advisors, supervised by a SUCCESS program manager, who reach out proactively and meet frequently with the most at-risk students
- Program that serves students for two to three years, with a requirement for students to enroll full-time or to meet other credit accumulation benchmarks
- Financial incentives to encourage students to meet with coaches and satisfy other program requirements
- Management information systems (MIS) that provide real-time data staff use to support program management and to drive continuous improvement
- A commitment to program affordability and sustainability that is realized in part by leveraging and consolidating existing resources

The College will receive training and support from MHEC and MDRC to launch SUCCESS, in addition to ongoing support during the first year of program implementation, with the expectation that the College will monitor progress, ensure successful implementation over the course of the initiative, and expand the program in subsequent years.

## 3. Personnel Expectations

The College is expected to identify a core leadership team of staff that will participate in regular planning, management, and check-in meetings with MHEC throughout the life of the project to refine various aspects of the program, set statewide program guidance as needed, plan for

sustainability and scale-up, and address any issues that may arise. This core leadership team should include VP- and director-level leaders from various college departments related to student success (e.g., Student Success, Academic Affairs, Finance, Institutional Research, etc.).

In addition to the core leadership team, the College will need to identify a SUCCESS program team comprised of a senior advisor, a data liaison, a program coordinator/supervisor, and enough coaches/advisors to achieve a 1:150 coach-to-student ratio.

These individuals will be identified in the "Key Personnel" section of the agreement.

**4. Program Size**

The College will serve at least 300 students in the program during the 2024-2025 academic year.

**5. Continuous Improvement & Evaluation**

The College will assist MHEC in understanding and obtaining access to academic records and other data in support of program implementation and monitoring. MHEC and the College will adhere to mutually agreed upon data security guidelines and a data sharing process.

**6. Timeline & Key Milestones**

The project will have a planning period and a program year. The specific responsibilities and deliverables expected for participating community colleges are as follows:

A. Planning Period: April 2024 – July 2024

- Identify or hire a campus SUCCESS program director/coordinator, advisors/coaches, a senior advisor, and a data liaison.
- Participate in technical assistance and program design activities with MHEC and other SUCCESS partners. This will include weekly or biweekly calls and may include a multi-day series of half-day "design sprint" planning sessions in late spring or early summer 2024.
- Identify a management information system (MIS) and demonstrate ability to run reports of program data in preparation for program launch in fall 2024.
- Submit a final implementation plan detailing The College's SUCCESS program, including how each core component will be implemented, staffing levels and names, and final eligibility criteria. This will be shared with MHEC by the end of the planning period. A template will be provided.

B. Program Year: August 2024 – May 2025

- Enroll the required number of students into the program prior to the start of the fall 2024 and spring 2025 semesters.
- Start operating the SUCCESS program for students by the first day of the fall 2024 semester.

- Participate in regular technical assistance activities with MHEC and other SUCCESS partners. This will include weekly or biweekly calls.
- Create monthly and semesterly reports measuring program participation and academic outcomes based on Management Information System (MIS) data and other college data for continuous improvement efforts. A template will be provided.
- Adhere to mutually agreed upon data security guidelines and a data sharing process as well as collaborate on data collection needs for evaluation (qualitative and quantitative).
- Engage in discussions facilitated by MHEC and SUCCESS partners focused on planning for long-term financial sustainability for the SUCCESS program. Provide a written sustainability strategic plan for securing funds to sustain and scale SUCCESS beyond 2025. A template will be provided.
- Attend virtual convenings with other SUCCESS colleges in the state.

## 7. Roles and Responsibilities of MHEC and the College

Participation in this project will help MHEC build the infrastructure to support multiple colleges to launch, implement, scale, and sustain SUCCESS. By participating in the project, MHEC specifically agrees to work with the College, in collaboration with MDRC, to:

- Develop institutional expertise in the SUCCESS model;
- Maintain a focus on equity and narrowing gaps in college completion by race, ethnicity, and income (this includes ensuring SUCCESS is targeting students of color and students from low-income backgrounds);
- Build the data infrastructure needed to support colleges to successfully launch and scale SUCCESS programs (see "Data Infrastructure and Monitoring" below);
- Provide ongoing technical assistance and data-driven continuous improvement support to colleges after program launch;
- Help create a path for long-term sustainability of SUCCESS technical assistance and for colleges' ongoing program operations (see "Program Sustainability" below); and
- Integrate SUCCESS into MHEC's regular activities with colleges.

Expectations of MHEC and the College are outlined below.

### *A. <u>Staffing and Resources:</u>*

MHEC will…

1. Create a dedicated State SUCCESS team.
2. Lead the process for executing an agreement between the College and MHEC. Collaborate with MDRC to develop college-level milestones (tied to funding) and determine whether colleges have sufficiently reached milestones.
3. Ensure that the State SUCCESS team collaborates with the MDRC team on all aspects of the project throughout the project period, including meeting and communicating regularly.
4. Work with colleges to ensure they have sufficient funds and/or can reallocate existing resources to cover the full cost of program implementation during the project period.

The College will…

1. Ensure senior leadership (1) regularly meets with the State SUCCESS team and MDRC to provide project oversight, and (2) shares semi-regular project updates with their college's president and cabinet members.
2. Identify and/or reallocate funds to ensure the College can cover the full cost of implementation during the project period.

*B. <u>Program Implementation and Technical Assistance:</u>*

MHEC will…

1. Evaluate the outcomes, infrastructure, and resources to potentially expand SUCCESS to additional Maryland colleges.
2. Co-create (with MDRC) and deliver SUCCESS program design and implementation training and support to the College.
3. Ensure that the College successfully launches the SUCCESS program and serves students through (at a minimum) spring 2025.
4. Focus on closing equity gaps in achievement and assist the College in identifying restrictive eligibility criteria specific to the College's student population, with the goal of enrolling at least two-thirds of students from this more restrictive pool to the program and learning how to improve student recruitment. (Eligibility criteria and recruitment strategies will be determined collaboratively by MDRC, MHEC, and participating colleges.)
5. Monitor program implementation throughout the project period and support the College to make data-driven program improvements.

The College will…

1. Focus on closing equity gaps in achievement and ensure degree/certificate seeking students and/or transfer students have more restrictive eligibility criteria, with the goal of enrolling a cohort of students for this more restrictive pool into the program and learning how to improve student retention. (Eligibility criteria and recruitment strategies will be determined collaboratively by MDRC, MHEC, and participating colleges.)
2. Monitor program implementation throughout the project period and make data-driven program improvements.
3. Learn from other participating colleges and support each other in program implementation, improvement, and scaling.
4. Participate in a SUCCESS learning network led by MDRC.

*C. <u>Data Infrastructure and Monitoring:</u>*

MHEC will…

1. Engage in SUCCESS data infrastructure readiness assessment discussions with MDRC.

2. Provide technical assistance related to establishing program data management infrastructures and data-driven continuous improvement processes to the College.
3. Establish a state-level process to monitor program implementation and student outcomes data over time. A state-wide data system is helpful but not required.
4. Monitor the Colleges' SUCCESS operations throughout and beyond the project period, using readiness and implementation assessment criteria co-created with MDRC.
5. Support the College with producing monthly program participation and semesterly academic outcome reports; share reports with MDRC; and collaborate with MDRC on technical assistance and continuous improvement strategies. These aggregate reports will be used to identify inequities in engagement (within the program) as well as outcomes (across the general college population or in comparison to a similar group of students) and to develop strategies for continuous program improvement.
6. Support the College in producing student-level data in order to perform more nuanced analyses of program implementation and outcomes.

The College will:

1. Create a MIS, with support from MHEC and MDRC, or will need to have an existing system that can be adapted to meet the data collection needs for SUCCESS.
2. Produce student-level data as requested by MHEC related but not limited to the data provided in the monthly reports by the timeline negotiated and agreed upon by both the College and MHEC.
3. Support student participation and relevant employee participation in qualitative data collection as requested by MHEC (e.g., focus groups, interviews, etc).
4. Produce monthly program participation and semesterly academic outcome reports; share reports with MHEC; and collaborate with MHEC and MDRC on technical assistance and continuous improvement strategies. These reports will be used to identify inequities in engagement (within the program) as well as outcomes (across the general college population or in comparison to a similar group of students) and to develop strategies for continuous program improvement.
5. The data elements in the reports will include:
    - Monthly program participation measures:
        - Number of students who are recruited to program
        - Number of students recruited who are enrolled in program
        - Number of students recruited who are participating in program
        - Number of students enrolled and participating in program with:
            - 0 advisor meetings
            - 1 advisor meeting
            - 2 or more advisor meetings
        - Number of students enrolled and participating in program who earned an incentive
    - Semesterly academic outcome measures:
        - Number of students enrolled
        - Number of students enrolled in at least 9 credits
        - Number of students with an outstanding developmental course need, and of these, number enrolled in developmental education

- Number of students who earned a credential
- Among enrolled students:
  - GPA,
  - credits attempted, and
  - credits earned

- Reports may also include demographic characteristics of interest (e.g., by coach/advisor, student cohort, race/ethnicity, Pell status, etc.).

*D. <u>Program Sustainability:</u>*

MHEC will…

1. Conduct outreach to key higher education stakeholders in the state to help build a constituency for SUCCESS that can also help support efforts for financial sustainability.
2. Work with the College and MDRC to identify financial resources to use to support SUCCESS programs.
3. Work with the College and MDRC to institutionalize support for SUCCESS programs.
4. Build momentum for expanding SUCCESS programs to other Maryland colleges by sharing information about SUCCESS with other colleges and key stakeholders and documenting feedback to inform future planning. MDRC will establish a SUCCESS network. MHEC will actively participate in MDRC's SUCCESS network to share lessons with and learn from other colleges and stakeholders in higher education.

The College will:

1. Consider potential opportunities to sustain the SUCCESS program beyond the terms of this agreement.
2. Work with MHEC to identify financial resources to use to support SUCCESS programs.
3. Work with MHEC to institutionalize support for SUCCESS programs.
4. Actively participate in MDRC's SUCCESS network to share lessons with and learn from other colleges and stakeholders in higher education.

*E. <u>Engagement in Learning Agenda:</u>*

MHEC will…

1. Collect informal and more structured feedback (surveys, interviews) from the College with the goal of generating lessons about:
   a. What works and doesn't work for states, districts, and large, multi-campus colleges supporting campuses to implement SUCCESS.
   b. Strategies to achieve penetration to large proportions of the eligible student population.
   c. How MHEC can most effectively work with and support states to scale SUCCESS.

2. As needed, work with the College to recruit participants (either state-level staff, college-level staff, or students) to complete surveys, participate in interviews, and/or participate in focus groups.
3. Collaborate with the College and MDRC to determine which program modifications (e.g., enrolling part-time students in SUCCESS) may be appropriate for participating colleges, and if modifications are implemented, work with the College and MDRC to reflect on the effectiveness of the modifications.

The College will…

1. Provide MHEC informal and more structured feedback (surveys, interviews) with the goal of generating lessons about:
    a. What works and doesn't work for campuses to implement SUCCESS.
    b. Strategies to achieve penetration to large proportions of the eligible student population.
    c. How MHEC can most effectively work with and support other colleges in Maryland to scale SUCCESS.
2. Recruit participants (either state-level staff, college-level staff, or students) to complete surveys, participate interviews, and/or participate in focus groups.
3. Consult with MHEC and MDRC to determine which program modifications (e.g., enrolling part-time students in SUCCESS) may be appropriate, and if modifications are implemented, work with MHEC and MDRC to reflect on the effectiveness of the modifications.

**Exhibit B – Payment**

1. **Milestone and Deliverable Payment Schedule**

| Payment | Expected Completion Date | Associated Financial + Narrative Report Due | Milestones | Deliverables | Payment Amount |
|---|---|---|---|---|---|
| 1 | 7/30/2024 | n/a | Collaborate with MHEC to host and plan a site visit to the college in spring 2024.<br><br>Execute agreement between MHEC and the College<br><br>Provide evidence of Site-specific plans for implementing SUCCESS; plan must include:<br>--Staffing plan,<br>--Student recruitment plan and program eligibility requirements,<br>--Evidence of Management Information System (MIS) for monitoring students' data, and<br>--Plan for securing and distributing incentives. | Site visit conducted<br><br>Fully executed agreement | $20,000 |
| 2 | 8/1/2024 | 8/15/2024 | Hire or reassign staff needed to implement Project<br>Partner with MHEC to facilitate trainings with program staff, so that they are prepared to launch SUCCESS in fall 2024 | Report on staffing | $25,000 |

| | | | | | |
|---|---|---|---|---|---|
| 3 | Sept 15, 2024 | Sept 30, 2024 | Implement SUCCESS with at least 150 students in fall 2024, or, if target is not met, provide a reasonable explanation for not meeting target and be in active conversations with MHEC about how to meet target in future terms | Report on fall implementation | $30,000 |
| 4 | Dec 15, 2024 | January 15, 2025 | Submit monthly program participation reports to MHEC throughout fall 2024 (template will be provided)<br><br>Partner with MHEC to facilitate ongoing coaching sessions and/or trainings with program staff, and use MIS data to inform trainings<br><br>Engage internal stakeholders who will contribute to efforts to secure long-term funding for SUCCESS, including Chief Financial Officer (or comparable staff person) | Monthly program participation reports (due monthly on the 10th)<br><br>Midterm report that demonstrates participation in coaching sessions, trainings, and engagement with internal stakeholder (due Jan 15, 2025) | $10,000 |
| 5 | Feb 1, 2025 | Feb 15, 2025 | Submit semester academic outcomes reports for fall 2024 and spring 2025 to MHEC (template will be provided).<br><br>Implement SUCCESS with at least 150 new students in spring 2025, or, if target is not met, provide a reasonable explanation for not meeting target and be in active conversations with MHEC about how to meet target in future terms<br><br>Provide written sustainability strategic plan for securing funds to sustain and scale SUCCESS beyond 2025; plan should include steps and interim goals college will take through June 2025 to secure long-term funds for | Semester academic outcomes report for fall 2024 (template will be provided)<br><br>Report on spring implementation<br><br>Sustainability Plan | $30,000 |

| | | | | | |
|---|---|---|---|---|---|
| | | | SUCCESS, key personnel and timeline (template will be provided) | | |
| 5 | May 30, 2025 | June 15, 2025 | Submit roster of students enrolled in the program during academic year 2024-2025 to MHEC (template will be provided).<br><br>Submit monthly program participation reports to MHEC throughout spring 2024 (template will be provided).<br><br>Submit semester academic outcomes reports for spring 2025 to MHEC (template will be provided).<br><br>Facilitate SUCCESS meeting with college leadership and MHEC to discuss program implementation and sustainability | Roster (due March 30, 2025)<br><br>Monthly program participation reports (due monthly on the 10th)<br><br>Semester academic outcomes report for spring 2025 (template will be provided)<br><br>Submit semester academic outcomes reports for spring 2025 to (template will be provided) | $10,000 |

**2. Payment Terms**

**Invoicing.** To receive payment, the College shall email the associated financial and narrative report and an invoice as an attached PDF file format in accordance with the schedule in (I) above to MHEC Statewide Coordinator.

**Travel.** Travel must be approved in advance and necessary for the performance of this Agreement. Travel costs must be supported by receipts and similar supporting documentation maintained in Subcontractor's files and records, which are subject to inspection by MHEC. All travel costs and accommodations must be compliant with the standards outlined in Federal Travel Regulations, which are contained in 41 CFR Chapters 300 through 304 and comply with Maryland law.

**Other Direct Cost.** Other direct costs are allowable. Costs must be supported by receipts and similar supporting documentation maintained in Subcontractor's files and records, which are subject to inspection by MHEC.

**Proper Invoice.** A Proper Invoice shall contain the following:

- The College name and address;
- Project name;
- Invoice number and date;
- Deliverable description, number, and milestone payment amount (as detailed in Exhibit B);
- amount to date of payments;
- name, address and telephone number of official to whom payment is to be sent;
- signature of responsible official, along with date, printed name, title and email address, and certification by the following statement:
    - "[The College] certifies that it is properly entitled to payment and that all payments requested are for appropriate purposes and in strict accordance with the terms and conditions set forth in the Agreement."; and
- any other information or documentation required under this Agreement or requested by MHEC.

**Conditions for Payment.** Conditions for each payment are the continued satisfactory and acceptable performance of the Scope of Work by the College, as determined by MHEC in consultation with the College; most recent financial report, completion and acceptance of Milestones and Deliverables, as reasonably determined by MHEC; and submission of a Proper Invoice. If all the aforementioned conditions are satisfied, MHEC will make payment within thirty days (30) days of all conditions met. Should errors, omissions, or other issues surface following the review of the College's invoice and other documentation, MHEC will notify the College immediately in an effort to resolve the issues so that College can be paid within the period described in the Agreement. However, it should be noted that MHEC may defer payment for any item questioned in the invoice until such time as the specific issues are resolved and/or have been satisfactorily explained and approved.

**Financial and Narrative Reporting.** To verify proper expenditure of funds and to verify work towards completion of milestones and their associated deliverable(s), twill submit financial reports ("Financial Reports") and narrative reports ("Narrative Reports") to MHEC Statewide Coordinator.

**Financial Report requirements.** Financial Reports shall include a financial accounting of expenditures according for the reporting period and cumulatively; and must detail the reporting period covered, expenditures detailed by cost element, and remaining funds detailed by cost element and in accordance with the College's line-item Budget. Line items with variances of $20,000 or greater must be explained in financial reports. Financial reports must also include the signature and title of an individual authorized to obligate the College and the following statement: "I certify that the expenditures identified in this Financial Report have been performed in accordance with the Agreement and those personnel, labor hours, and/or other costs are true and correct."

## Exhibit C – Budget Narrative

## Summary

| MARYLAND EXPANDING SUCCESS GRANT PROGRAM<br>BUDGET SUMMARY | | | | |
|---|---|---|---|---|
| **Institution:Baltimore City Community College** | | | | |
| | **SOURCE OF FUNDS** | | | |
| | **COLUMN 1** | **COLUMN 2** | **COLUMN 3** | **COLUMN 4** |
| | **Grant Funds Requested** | **Institution Contributions** | **Other Contributions** | **Totals** |
| **A. Salaries & Wages** | | | | |
| **B. Fringe Benefits** | | $ 115,015.80 | | **$ 115,015.80** |
| **C. Travel** | | | | |
| **D. Equipment** | | | | |
| **E. Materials and Supplies** | $ 8,000.00 | | | **$ 8,000.00** |
| **F. Consultant and Contractual Services** | | | | **$ -** |
| **G. Other (specify)** | | | | |
| **Student Incentives** | $ 115,000.00 | | | **$ 115,000.00** |
| | | | | |
| **H. Total Direct Costs (A through G)** | $ 123,000.00 | $ 115,015.80 | | **$ 238,015.80** |
| **I. Indirect Costs (max 8% of H)** | $ 2,000.00 | | | **$ 2,000.00** |
| **J. Total (H and I)** | **$ 125,000.00** | **$ 115,015.80** | | **$ 240,015.80** |

## Narrative

BCCC plans to use most of the funding on student financial incentives for seven months over the Fall and Spring semesters. Funds will be reserved expecting that at least one-third of students may attend the summer term (2 months). The remaining budget will be used for supplies to support marketing and programming.

## SALARIES & WAGES

The College will not hire additional staff for the program. Existing staff atthe rate of effort of 20%for staff and the administrative assistant at the rate of effort of 10% will be used to support the program totaling $629,174.00 in institution contributions for salaries and wages.

## FRINGE BENEFITS

The fringe benefits were calculated with the sum of all seven advisors and previous salary of the former Director of Advising (vacant) with a percentage of effort of 20%. In addition, the salary of the administrative assistant was included with a percentage of effort of 10%.

## TRAVEL - NA

## EQUIPMENT- NA

## SUPPLIES

The College will use this budget for the costs of marking/recruitment, orientation, programming, and general supplies.

**CONSULTANT AND CONTRACTUAL SERVICES - NA**

**OTHER (SPECIFY) - NA**

Exhibit 3.2

**Wes Moore**
Governor

**Aruna Miller**
Lt. Governor

**Cassie Motz**
Chair

**Sanjay Rai, Ph.D.**
Acting Secretary

January 16, 2024

Dr. Debra L. McCurdy
President
Baltimore City Community College
2901 Liberty Heights Avenue
Baltimore, MD 21215

Dear President McCurdy:

The Maryland Higher Education Commission has reviewed a request from Baltimore City Community College (BCCC) to offer an Associate of Arts (A.A.) in Early Childhood Education.

I am pleased to inform you that the program proposal is approved for implementation in Spring 2024. This decision is based on an analysis of the program proposal in conjunction with the law and regulations governing academic program approval, in particular Code of Maryland Regulations (COMAR) 13B.02.03. As required by COMAR, the Commission circulated the proposal to the Maryland higher education community for comment and objection; no objections were received during the 30-day circulation period. The program meets COMAR's requirements and demonstrates potential for success, an essential factor in making this decision.

For the purposes of providing enrollment and degree data to the Commission, please use the following HEGIS and CIP codes:

| Program Title | Award | Credits | HEGIS | CIP | Modality |
|---|---|---|---|---|---|
| Early Childhood Education | A.A. | 60 | 4960.12 | 13.1210 | On-campus |

Should Baltimore City Community College desire to make a substantial modification to the program in the future, review by the Commission will be necessary. I wish you continued success.

Sincerely,

Emily A. A. Dow, PhD
Assistant Secretary, Academic Affairs

EAAD:LS:bm

C: Dr. Brad Phillips, Executive Director, MACC
Dr. Jacqueline Hill, VP Academic Affairs, BCCC
File: 23493

# Internal Agenda
# ACBSP Site Visit October 8-11, 2024

## Arrival Evening Tuesday, October 8, 2024

**ACBSP EVALUATION TEAM**

1. **Dr. Tammie Bolling**, Team Chair, Professor-Business, Healthcare Management, and Computer Technology
   Pellissippi State Community College
   Office Phone: 865-539-7032
   Text: 423-449-9178
   Email: tbolling@pstcc.edu
2. **Dr. Larry Zachrich**, Northwest State Community College, Retired
   Phone: 419-267-1350
   Email: larryzachrich@gmail.com
3. **Dr. Kim Silver**, Assistant Dean, Greenville Technical College
   Phone: 864-250-8470
   Email: kim.silver@gvltec.edu

### Arrival Evening Airport to Hotel Check-In, Tuesday, October 8, 2024

Time: All Committee Members in Maryland by 4:00PM

**Hotel Location:**
Delta Hotel by Marriott Baltimore North
5100 Falls Road,
Baltimore MD 21210
(410) 532-6900

Hotel: Delta Hotel by Marriott Baltimore North, BCCC reserved three rooms, evaluators will pay their own expenses.
Hotel Front Desk: number (410) 532-6900

- Dr. Tammie Bolling

Airport Pick-up: 00:00PM BCCC Pick-Up at (location at airport) TBD (Cell: ###-####) (Public Safety, Officer XYZ)
Hotel Drop-off: Hotel 00:00PM TBD

- Dr. Larry Zachrich

Airport Pick-up: 00:00PM BCCC Pick-Up at (location at airport) TBD (Cell: ###-####) (Public Safety, Officer XYZ)
Hotel Drop-off: Hotel 00:00PM TBD

- Dr. Kim Silver

Airport Pick-up: 00:00PM BCCC Pick-Up at (location at airport) TBD (Cell: ###-####) (Public Safety, Officer XYZ)
Hotel Drop-off: Hotel 00:00PM TBD

### Arrival Evening Dinner and Logistics Overview, 5:30-6:30 Tuesday, October 8, 2024

The three evaluators can be picked up together

Hotel Pick-up: 5:10PM BCCC Pick-Up at Hotel Entrance TBD (Cell: ###-####) (Public Safety, Officer XYZ)
Restaurant Drop Off: 5:30 (add location)
Restaurant Pick Up Estimate: 6:40PM BCCC Pick-Up at Restaurant Entrance TBD (Cell: ###-####)
Hotel Drop Off: Delta Hotel by Marriott Baltimore North, 5100 Falls Road

Location: (TBD/Add link here)
Menu: Add here/link
Marketing: "Welcome MSCHE" SWAG bags, (x3) (Marketing)

**Topic:** Logistics overview to ensure the evaluation team needs are met
**BCCC Participants:** Associate Dean, Dr. Bob Iweha, ACBSP Champion Dr. Quintin Davis

# DAY ONE Wednesday, October 9, 2024

**DAY ONE Logistics**

The three evaluators can be picked up together

Hotel Pick-up: 7:30AM BCCC Pick-Up at Delta Hotel by Marriott Baltimore North, 5100 Falls Road, (410) 532-6900
Drop Off at BCCC: (add location)

IT Support for Workroom, Main 137: Aung Khant, Computer Specialist (Cell: ###-####)
Workroom Main 137: Keurig, electric kettle, water, napkins, hot/cold cups, coffee, tea, sugar, creamer, tissue, hand sanitizer, sign-in sheets, name tents, maps (OIERP)
Marketing: Welcome signs, wayfinding signs inside of buildings (Marketing)
Restrooms: next to the hall entrance to room 134, the Board Room.
Team Member Escorts: Wheeler, Davis, Iweha. Wait at entrance by 7:45 for arrival and escort to breakfast location
Keys: Evaluation Team Members Room 137/TBD

| Time and Location | Constituent Group/Topic | Associated Standard | Constituent Group | Notes |
|---|---|---|---|---|
| 7:45AM | Evaluation Team Greeting and Escort | | Dr. Tammie Bolling, Evaluation Team Chair<br>Dr. Larry Zachrich, Evaluation Team Member<br>Dr. Kim Silver, Evaluation Team Member<br><br>**Escort to breakfast:**<br>Ms. Aundrea Wheeler, Assistant Vice President:<br>Dr. Quinton Davis, ACBSP Champion<br>Dr. Bob Iweha, Associate Dean | Breakfast Logistic Details TBD |
| | | | | |
| 8:00AM – 8:55AM | Breakfast | | Dr. Tammie Bolling, Evaluation Team Chair<br>Dr. Larry Zachrich, Evaluation Team Member<br>Dr. Kim Silver, Evaluation Team Member<br><br>Ms. Aundrea Wheeler, Assistant Vice President:<br>Dr. Quinton Davis, ACBSP Champion<br>Dr. Bob Iweha, Associate Dean | Breakfast Logistics<br><br>Details TBD<br>Delivered by, Orders, Pickup? location, beverages, Dietary needs, Etc. |
| | | | | |
| 9:00AM - 9:30AM<br><br>Presidents Suite 137 | Canvas Orientation | | Dr. Tammie Bolling, Evaluation Team Chair<br>Dr. Larry Zachrich, Evaluation Team Member<br>Dr. Kim Silver, Evaluation Team Member<br><br>Dr. Quinton Davis, ACBSP Champion<br>Dr. Bob Iweha, Associate Dean<br>Mr. Brian Terrill, E-Learning | |
| | | | | |
| 10:00AM – 10:45AM<br><br>Presidents Suite 137 | B &T Associate Dean | | Dr. Tammie Bolling, Evaluation Team Chair<br>Dr. Larry Zachrich, Evaluation Team Member<br>Dr. Kim Silver, Evaluation Team Member<br><br>Ms. Aundrea Wheeler, Assistant Vice President:<br>Dr. Quinton Davis, ACBSP Champion<br>Dr. Bob Iweha, Associate Dean | |
| | | | | |
| 11:00AM - 11:45AM EDT | President Introductions | | Dr. Tammie Bolling, Evaluation Team Chair<br>Dr. Larry Zachrich, Evaluation Team Member | |

| | | | | |
|---|---|---|---|---|
| Board Room MNB 140 | | | Dr. Kim Silver, Evaluation Team Member<br><br>Dr. McCurdy, President | |
| | | | | |
| 12:00PM - 12:45PM EDT<br><br>Virtual (Board Room MNB 140) | Lunch/Advisory Boards | | Dr. Tammie Bolling, Evaluation Team Chair<br>Dr. Larry Zachrich, Evaluation Team Member<br>Dr. Kim Silver, Evaluation Team Member<br><br>Dr. Quintin Davis, ACBSP Champion<br>Advisory Board Members TBD | Lunch details TBD<br><br>Delivered by, Orders, location, beverages, Dietary needs, Etc. |
| | | | | |
| 1:00PM - 1:45PM EDT<br><br>Board Room MNB 140 | Faculty Session<br><br>(Full time and Adjunct) | | Dr. Tammie Bolling, Evaluation Team Chair<br>Dr. Larry Zachrich, Evaluation Team Member<br>Dr. Kim Silver, Evaluation Team Member<br><br>• **Full time Faculty:**<br>Dr. Denise Holland, .<br>Dr. Solomon Fankinlede,<br>Mr. Neal Helton,<br>Mr. Daniel Izume,<br>Dr. Kenneth Patterson,<br>Dr. Charice Hayes,<br>Dr. Yohannes Weldegiorgis,<br>Mr. Quintin Davis,<br>Mr. Sadiq Nuur,<br>Dr. Fatai Kazeem<br><br>• **Adjunct Faculty:**<br>Mr. Brian Lazarus,<br>Mr. Robert Curtis,<br>Ms. Novelette Jackson,<br>Mr. John Klender,<br>Mr. Alireza Roodsari | |
| | | | | |
| 2:00PM - 2:45PM pm EDT<br><br>Presidents Suite 137 | Validation of Faculty Records | | Dr. Tammie Bolling, Evaluation Team Chair<br>Dr. Larry Zachrich, Evaluation Team Member<br>Dr. Kim Silver, Evaluation Team Member<br><br>Ms. Aundrea Wheeler, AVP Curriculum and Instruction<br>Ms. Sands Simmons, Assistant Director HR and Payroll | |
| | | | | |
| 3:00PM - 3:30PM EDT<br><br>Presidents Suite 137 | Registrar's Office | | Dr. Tammie Bolling, Evaluation Team Chair<br>Dr. Larry Zachrich, Evaluation Team Member<br>Dr. Kim Silver, Evaluation Team Member<br><br>Ms. Karen McCray, Registrar | |
| | | | | |
| 3:45PM - 4:15PM EDT<br><br>Presidents Suite 137 | Admission | | Dr. Tammie Bolling, Evaluation Team Chair<br>Dr. Larry Zachrich, Evaluation Team Member<br>Dr. Kim Silver, Evaluation Team Member<br><br>Dr. Donna Thomas, Dean and Interim VP Student Affairs | |
| | | | | |
| 4:30PM - 5:00PM EDT | Campus Tour | | Dr. Tammie Bolling, Evaluation Team Chair<br>Dr. Larry Zachrich, Evaluation Team Member<br>Dr. Kim Silver, Evaluation Team Member | |

| | | | | |
|---|---|---|---|---|
| Liberty Campus | | | Ms. Aundrea Wheeler, AVP Curriculum and Instruction<br>Dr. Quinton Davis, ACBSP Champion<br>Dr. Bob Iweha, Associate Dean | |
| | | | | |
| 5:15PM - 6:00PM<br><br>Presidents Suite 137 | BCCC Debrief | | Dr. McCurdy, President<br>Ms. Becky Burrell VP OIERP<br>Ms. Eileen Hawkins, Director OIR<br>Ms. Cora James, Director OA<br>Ms. Aundrea Wheeler, AVP Curriculum and Instruction<br>Dr. Quinton Davis, ACBSP Champion<br>Dr. Bob Iweha, Associate Dean<br>And others TBD | |

**Evaluation Team Pickup from BCCC and return to hotel**

The three evaluators can be picked up together

BCCC Pick-up: 5:15PM  Pick-Up at BCCC Entrance TBD (Cell: ###-####) (Public Safety, Officer XYZ)
Drop Off at Hotel: Delta Hotel by Marriott Baltimore North, 5100 Falls Road,
Baltimore MD 21210, (410) 532-6900

# "DAY TWO" Thursday, October 10, 2024

**"DAY TWO" Logistics**

The three evaluators can be picked up together

Hotel Pick-up: 7:30AM Delta Hotel by Marriott Baltimore North, 5100 Falls Road, (410) 532-6900
(Cell: ###-####) (Public Safety, Officer XYZ)

Drop Off at BCCC: (add location)

IT Support for Workroom, Main 137: Aung Khant, Computer Specialist (Cell: ###-####)
Workroom Main 137: Keurig, electric kettle, water, juice, soda, breakfast/afternoon snacks, napkins, hot/cold cups, coffee, tea, sugar, creamer, tissue, hand sanitizer, sign-in sheets, name tents, maps (OIERP)

| Time and Location | Constituent Group/Topic | Associated Standard | Constituent Group | Notes |
|---|---|---|---|---|
| 8:00AM – 8:55AM<br><br>Location TBD | Breakfast | | Dr. Tammie Bolling, Evaluation Team Chair<br>Dr. Larry Zachrich, Evaluation Team Member<br>Dr. Kim Silver, Evaluation Team Member<br><br>Ms. Aundrea Wheeler, Assistant Vice President:<br>Dr. Quinton Davis, ACBSP Champion<br>Dr. Bob Iweha, Associate Dean | Breakfast Logistic Details TBD |
| | | | | |
| 9:00AM - 9:45AM<br><br>Location TBD | Library Services | | Dr. Tammie Bolling, Evaluation Team Chair<br>Dr. Larry Zachrich, Evaluation Team Member<br>Dr. Kim Silver, Evaluation Team Member<br><br>Dr. Elizabeth Van Pate, Director of Library Services | |
| | | | | |
| 10:00AM - 10:45AM<br><br>Presidents Suite 137 | Assessment Committee | | Dr. Tammie Bolling, Evaluation Team Chair<br>Dr. Larry Zachrich, Evaluation Team Member<br>Dr. Kim Silver, Evaluation Team Member<br><br>Ms. Becky Burrell, Vice President, Institutional Effectiveness, Research & Planning<br><br>Dr. Katana Hall, Professor of English and Theatre, Faculty Senate President, Program Review and Evaluation Committee Chair<br><br>Mr. John Pickett, Professor of English, Student Learning Outcomes Assessment Committee Chair<br><br>Ms. Cora James, Director of Assessments | PREC, SLOA, and Institutional Assessment |
| | | | | |
| 11:00AM - 11:45AM<br><br>Location TBD | Student Session | | Dr. Tammie Bolling, Evaluation Team Chair<br>Dr. Larry Zachrich, Evaluation Team Member<br>Dr. Kim Silver, Evaluation Team Member | Site Chair wants to visit a class: ACT 221 1007 QD class |
| | | | | |

| | | | | |
|---|---|---|---|---|
| 12:00PM - 1:00PM<br><br>Virtual (Board Room MNB 140) | Lunch/Alumni | | Dr. Tammie Bolling, Evaluation Team Chair<br>Dr. Larry Zachrich, Evaluation Team Member<br>Dr. Kim Silver, Evaluation Team Member<br><br>Ms. Aundrea Wheeler, AVP Curriculum and Instruction<br>Dr. Quinton Davis, ACBSP Champion<br>Dr. Bob Iweha, Associate Dean<br><br>Alumni representatives TBD | Lunch Logistics TBD<br><br>Delivered by, Orders, Pickup? location, beverages, Dietary needs, Etc. |
| | | | | |
| 1:15PM- 1:45PM EDT<br><br>Presidents Suite 137 | Career Services | | Dr. Tammie Bolling, Evaluation Team Chair<br>Dr. Larry Zachrich, Evaluation Team Member<br>Dr. Kim Silver, Evaluation Team Member<br><br>Mr. Kenneth Hopkins, Director of Career Services | |
| | | | | |
| 2:00PM -2:45PM EDT<br><br>Presidents Suite 137 | Advising | | Dr. Tammie Bolling, Evaluation Team Chair<br>Dr. Larry Zachrich, Evaluation Team Member<br>Dr. Kim Silver, Evaluation Team Member<br><br>Dr. Donna Thomas, Dean and Interim VP Student Affairs | |
| | | | | |
| 3:00PM – 5:00 PM EDT<br><br>Presidents Suite 137 | Follow-up On Open Items | | Dr. Tammie Bolling, Evaluation Team Chair<br>Dr. Larry Zachrich, Evaluation Team Member<br>Dr. Kim Silver, Evaluation Team Member<br><br>TBD | |
| | | | | |
| 5:15PM – 6:00PM<br><br>Presidents Suite 137 | BCCC Debrief | | Dr. McCurdy, President<br>Ms. Becky Burrell VP OIERP<br>Ms. Eileen Hawkins, Director OIR<br>Ms. Cora James, Director OA<br>Ms. Aundrea Wheeler, AVP Curriculum and Instruction<br>Dr. Quinton Davis, ACBSP Champion<br>Dr. Bob Iweha, Associate Dean<br>And others TBD | |

**Evaluation Team Pickup from BCCC and return to hotel**

The three evaluators can be picked up together

BCCC Pick-up: 5:15PM  Pick-Up at BCCC Entrance TBD (Cell: ###-####)
Drop Off at Hotel: Delta Hotel by Marriott Baltimore North, 5100 Falls Road, (410) 532-6900

# "DAY THREE" FRIDAY, October 11, 2024

## "DAY THREE" Logistics

The three evaluators can be picked up together

Hotel Pick-up: 7:30AM Delta Hotel by Marriott Baltimore North, 5100 Falls Road, (410) 532-6900
(Cell: ###-####) (Public Safety, Officer XYZ)

Drop Off at BCCC: (add location)

IT Support for Workroom, Main 137: Aung Khant, Computer Specialist (Cell: ###-####)
Workroom Main 137: Keurig, electric kettle, water, napkins, hot/cold cups, coffee, tea, sugar, creamer, tissue, hand sanitizer (OIERP)

| Time and Location | Constituent Group/Topic | Associated Standard | Constituent Group | Notes |
|---|---|---|---|---|
| 8:00AM – 8:55AM<br><br>Location TBD | Breakfast | | Dr. Tammie Bolling, Evaluation Team Chair<br>Dr. Larry Zachrich, Evaluation Team Member<br>Dr. Kim Silver, Evaluation Team Member<br><br>Ms. Aundrea Wheeler, Assistant Vice President:<br>Dr. Quinton Davis, ACBSP Champion<br>Dr. Bob Iweha, Associate Dean | Breakfast Logistic Details TBD<br><br>Delivered by, Orders, Pickup? location, beverages, Dietary needs, Etc. |
| | | | | |
| 9:00AM – 10:00AM<br><br>Board Room MNB 140 | Exit Interview | NA | Dr. Tammie Bolling, Evaluation Team Chair<br>Dr. Larry Zachrich, Evaluation Team Member<br>Dr. Kim Silver, Evaluation Team Member<br><br>Administration, Associate Dean, ACBSP Champion and Site Team | |
| | | | | |
| 11:00PM – 12:00PM<br><br>Presidents Suite 137 | BCCC Debrief | | Dr. McCurdy, President<br>Ms. Becky Burrell VP OIERP<br>Ms. Eileen Hawkins, Director OIR<br>Ms. Cora James, Director OA<br>Ms. Aundrea Wheeler, AVP Curriculum and Instruction<br>Dr. Quinton Davis, ACBSP Champion<br>Dr. Bob Iweha, Associate Dean<br>And others TBD | |

## Evaluation Team Pickup and Return to Airport

**Details to be determined. Will they want to return to their hotel before transport to the airport? Will they require separate transport depending on departure times?**

(Cell: ###-####) (Public Safety, Officer XYZ)

# ACCREDITATION COUNCIL FOR BUSINESS SCHOOLS AND PROGRAMS

December 16, 2024

Debra McCurdy
President
Baltimore City Community College
2901 Liberty Heights Avenue
Baltimore, MD 21215

Dear President Dr. McCurdy:

The Associate Degree Board of Commissioners met on November 14, 2024 and approved the business program reaffirmation for Baltimore City Community College. Congratulations!

Baltimore City Community College fully reaffirmed with the following Notes and Condition:

**Place a note on Standard 3, criterion 3.3,** The business unit must provide trend data for pertinent criteria for each student and stakeholder segment listed in 3.1.a. and 3.1.b. (e.g. undergraduate, graduate, online, on-ground, traditional, non-traditional, international students, competency-based, etc.). Examples could include course evaluations, student satisfaction measures, alumni satisfaction measures, employer satisfaction measures, and other student/stakeholder satisfaction measures.

**Place a condition on Standard 4:** The business unit reported student learning outcomes by course. The ACBSP criterion requests student learning outcomes by program. Table 4.1 provides the ability to report student learning outcomes, goals, results, trends, and improvements made. In your status report, include the Business Unit Outcomes Assessment Plan and Process. Describe the Business Unit's student learning outcomes assessment process. Provide a copy of the Business Unit's formalized assessment plan.

**Place a note on Standard 5, criterion 5.2.**, **5.2.a.** The business unit must provide evidence that faculty are qualified to teach the required business courses. Faculty qualifications in the business unit are defined as Bachelor's, Master's, or Doctorate Degrees.

Note: All faculty qualifications must be validated with original transcripts, certificates, and/or related written documentation that clearly states the qualification.

Note: Faculty members should possess a degree higher than the degree program in which they are teaching unless it can be demonstrated that there is proper professional experience at the graduate level. Complete Table 5.1.c. Faculty Focus

CCBC provided an updated faculty list under Standard 5, but it is suggested that the College provide a more thorough list of certifications and credentials and specific courses taught versus programs.

Conditions and Notes indicate that either the Standard or Criteria is not fully met, and should be viewed as an opportunity to move your program to a higher level of excellence. It would be extremely rare that a school receive accreditation without these conditions or notes given ACBSP's Core Value of Continuous Improvement and Organizational Learning, that "Business schools and programs should pursue regular cycles of planning, execution, and evaluation of every process and system. Ongoing improvement of these processes and systems leads to ever higher quality and student/stakeholder satisfaction."

Progress on the Notes and Conditions must be reported in future reports. You are encouraged to work with Lisa Arendt on the removal of the Notes and Conditions. Commissioner Arendt may be contacted by phone at 715-858-1849, or by e-mail at larendt1@cvtc.edu. You may also contact Dr. Lucie Depoo at ldepoo@acbsp.org.

You must provide a report on the Notes and Conditions on **September 15, 2026**. Your first full Quality Assurance Report is due on **September 15, 2028**. Your ten-year reaffirmation is due in **2034.**

ACBSP will inform the public of decisions on accreditation status made by the Boards of Commissioners by posting the accreditation decisions on the ACBSP Website. The decisions on accreditation status can be accessed from www.acbsp.org/?page=decisions and will appear as the following:

**Baltimore City Community College (Baltimore, Maryland, USA)**

Full Reaffirmation is granted with improvement opportunities in the following Standards and Criteria:

If you have any comments concerning this notification, please let me know.

ACBSP encourages you to publicly announce that your business programs are accredited. In the next few weeks, we will be sending you, via e-mail, a sample ACBSP Press Release and ACBSP Logo files for publicizing your accreditation. As you prepare these materials, the following is your official ACBSP statement:

**The following business programs at Baltimore City Community College are accredited by the Accreditation Council for Business Schools and Programs:**

Accounting AAS
Business Administration AS
Management AAS
Marketing AAS
Computer Information Systems AAS

Please take this opportunity to review the accuracy of the programs listed above as well as the institution name (below) as it will appear on your Certificate of Accreditation. If any information is not correct, please notify Cari Hunziker via e-mail at chunziker@acbsp.org and provide the correction by April 30, 2025.

**Name of the institution as it will appear on the certificate:**

**Baltimore City Community College**
**Baltimore, MD, USA**

**The 2025 ACBSP Conference will be held June 19-22 in Las Vegas, Nevada.** Please mark your calendar to join us, where we will honor you and all other schools receiving initial or reaffirmation of accreditation during the 2024-2025 membership year. You are encouraged to attend along with your Chief Academic Officer and Dean or Head of the Business School or Program. Many institutions invite faculty to this prestigious celebration. Your institution will also be announced during the Associate Degree Institution annual meeting held at the conference.

For updates on the Conference, visit the ACBSP website, www.acbsp.org. Online registration is available beginning in January.

Congratulations on maintaining such high-quality business programs.

Sincerely,

Steve Parscale, Ph.D.
Chief Accreditation Officer

Cc: Quintin Davis, Associate Dean
Lisa Arendt, Associate Degree Board of Directors

**Baltimore City Community College**
**Center for Excellence in Teaching, Learning, and Innovation (CETLI)**

**Planning Committee**
Co-Chairs: Dr. Tony McEachern; Dr. Carole Quine
Members: Brian Terrill; Sands Simmons; Dr. Vadrin Colvin King; Dr. Latonia Moss

May 31, 2024: Preliminary Recommendations

**Purpose/Goal:** To support faculty and staff in their professional development activities and to promote academic quality at Baltimore City Community College (BCCC), we propose the establishment of the Center for Excellence in Teaching, Learning, and Innovation (CETLI). CETLI's primary goal is to provide vibrant learning environments, communities, and experiences for BCCC full- and part-time employees (i.e., faculty, adjuncts, support services staff, library personnel).

CETLI will shape educational instructors who will in turn, cultivate leaders that service our city, community, and nation. To fulfill this purpose, CETLI will facilitate quality professional development training opportunities in areas such as, but not limited to, pedagogy/andragogy; assessment of student learning; classroom management and conflict resolution; instructional strategy; distance/digital learning; and instructional technology. In doing so, CETLI will strive to promote a culture of excellence in teaching, learning, assessment, and innovation.

Logistically, CETLI will be officially located in the main building on the Liberty Heights campus. Events and activities will also be offered at the various campus sites and virtually.

**Center Administration:** It is the committee's recommendation that a 10-month or 12-month (depending on summer workload) *Director* position be established to administer CETLI. This position should have an educational background at the master's level in Education/Educational Leadership; Curriculum/Instructional Design; Industry and Organizational Psychology; or Business Administration, and professional experience in higher education and with post-secondary education. This position will oversee the strategic planning (programming, logistics, marketing communications, and funding) as well as the day-to-day operations of the Center.

Required:

- Master's-level education in Education, Instructional Design, Industry and Organizational Psychology, or Business Administration
- Five years administrative experience in academic affairs
- Track-record of success leading Professional Development activities

Preferred:

- Teaching experience at a community college

Also recommended is an Assistant Director position and an Advisory Committee.

**Programming:** CETLI will offer a comprehensive program of services and resources through an annual agenda of events and activities to provide ongoing training in instructional technology, distance/digital learning, assessment practices, and instructional strategies (Innovation in Pedagogy and Andragogy).

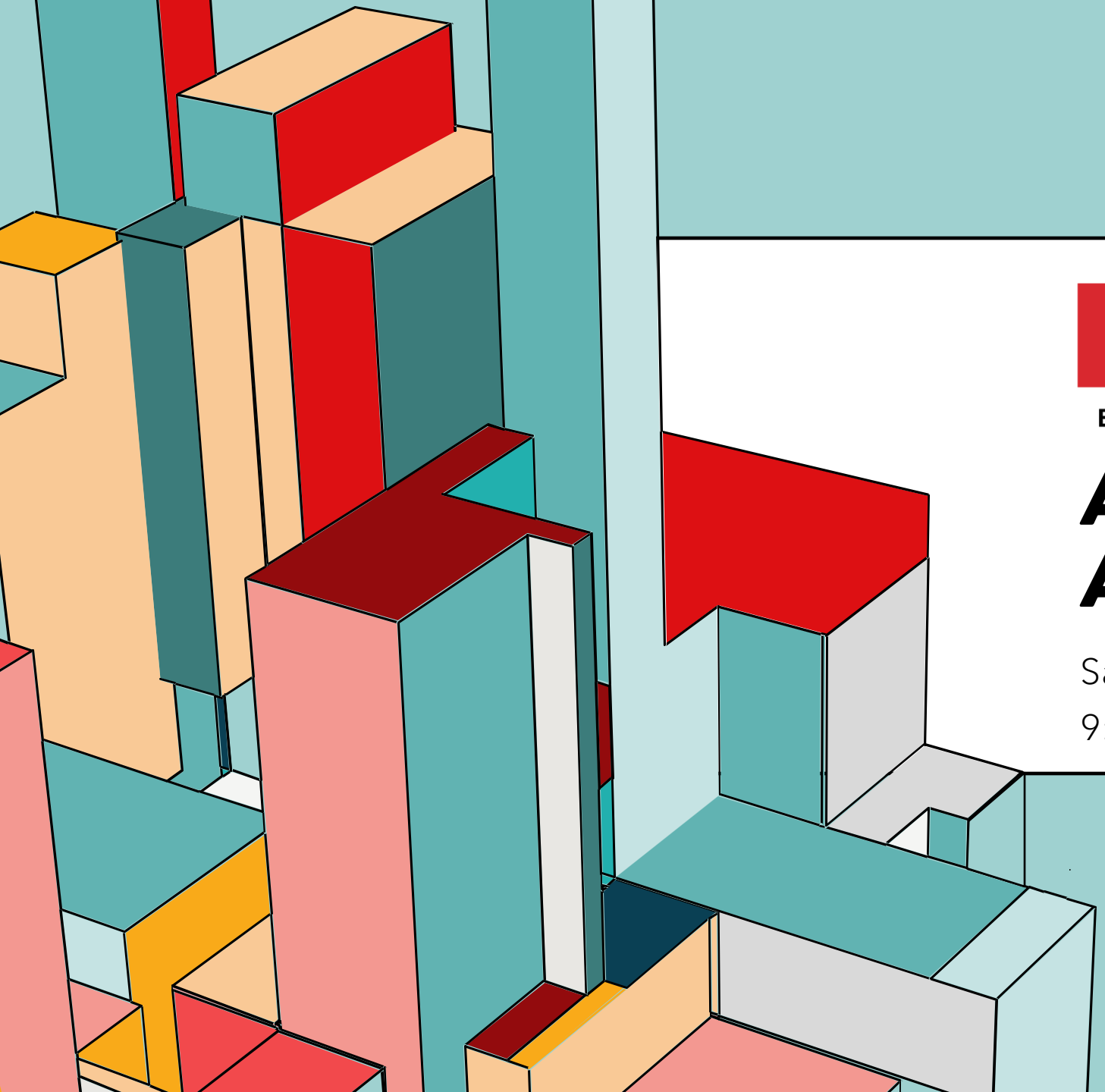
Program Categories:

1. Technology Integration and Support
    a. **Technology Integration Bootcamp:** A hands-on training program aimed at helping faculty integrate technology into their teaching effectively.
        i. Banner
        ii. Canvas
        iii. Web/Video Conferencing Tools and Techniques
        iv. Use of Generative Artificial Intelligence (AI) in the Teaching Environment
        v. Presentation and Lecture Techniques
    b. MD Online and Quality Matters Training
2. Learning Communities
    a. **Faculty Learning Communities (FLCs):** FLCs focused on assessment practices, where faculty can collaborate, share ideas, and work together to enhance assessment practices.
    b. **Faculty Book Club:** A monthly gathering where faculty discuss books related to teaching, learning, and professional development.
3. Recognition
    a. **Teaching Excellence Awards:** Recognizing and rewarding faculty members who demonstrate exceptional teaching practices.
    b. Faculty welcome back gift bags
    c. **Support Services Excellence Awards:** Recognizing and rewarding support services members who demonstrate exceptional teaching practices.
4. Innovative Training in Pedagogy and Andragogy
    a. **Pedagogy Workshops Series:** A series of workshops focusing on innovative teaching methods and strategies to enhance student engagement and learning outcomes.
    **b. Multi-generational Teaching and Learning Seminars and Workshops:** Lecture seminars and participatory workshops centered around innovative teaching methods and strategies that address the needs of adult learners from diverse populations.
    c. **Service-Learning as a Teaching Tool:** Experiential Learning by way of Service Learning /Community Service opportunities to supplement the classroom learning.
    d. **IRB:** Establish an Internal Review Board at BCCC
5. Grant Writing Seminars
6. Intellectual Property

7. Conflict and Crisis Management Skill
    a. **Classroom Management:** Videos and workshops for instructors that address successful management techniques for, but not limited to:
        i. Dealing with inappropriate behavior issues,
        ii. Awareness of student adversities,
        iii. Encouraging/obtaining optimal student engagement
        iv. Handle emergencies
8. Assessment of Student Learning
    a. **Assessment Workshops:** Workshops on creating and implementing effective assessment tools, aligning assessments with learning outcomes, and using assessment data for improvement.
    b. **Assessment Showcase:** An annual event where faculty members share their assessment projects, strategies, and outcomes with the campus community.
    c. **Assessment Grants:** Providing grants to faculty members for developing and implementing innovative assessment projects in their courses.

**Marketing Communications** (to promote the activities and events of the Center): Communication devices - newsletters (print and digital), social media (i.e., LinkedIn), web presence on BCCC.edu, YouTube channel, a CETLA Canvas or Tams site.

**CETLI Assessment:** Decisions regarding programming and feedback on the Center's effectiveness will be measured through faculty/staff surveys and through partnerships with the Office of Assessment and the SLOA Committee.



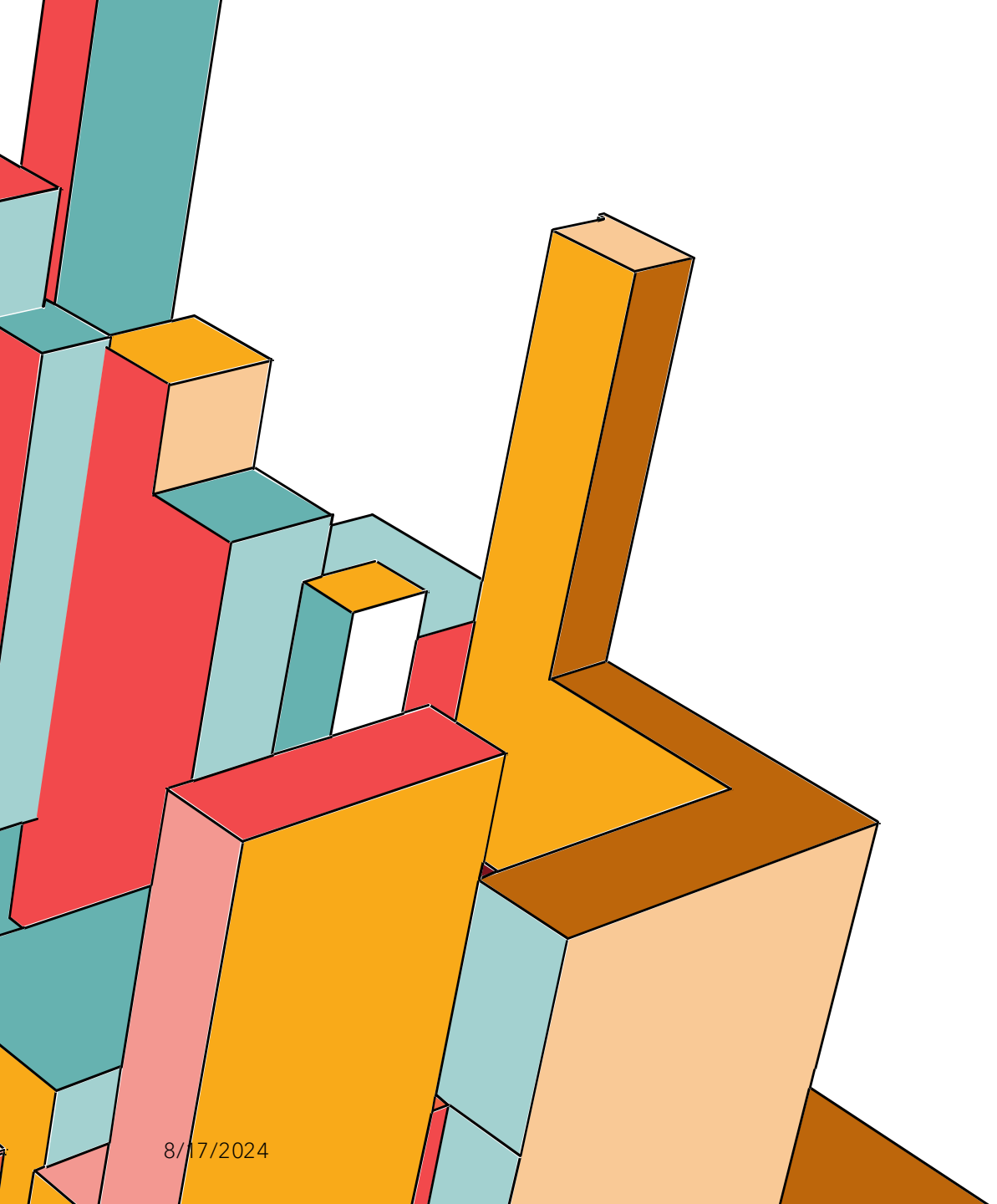
BCCC

Baltimore City Community College

# Adjunct Faculty Academy

Saturday, August 17, 2024

9:30 am – 12:00 pm



# AGENDA

## Session 1: College Updates

Adjunct Evaluations and Syllabi

## Session 2: Orientation and FAQs

Expectations • Payroll • Onboarding • FAQs: IDs / Parking / Room Access / Supplies • Scavenger Hunt Handout/Directions

## Session 3: Canvas and Banner

Never Attends • Attendance • ILP Grading • Canvas Site

## Session 4: Classroom Management w/ Scenarios

**Scenarios 1-5:**

1. Tardiness
2. Disruptive Behavior
3. Attendance/Never Attended
4. Participation and Late Work
5. Illiteracy

## Session 5: Professional Development

# S1: SASS / COLLEGE UPDATES



## ADJUNCT EVALUATIONS

Annual evaluation of adjunct faculty performance in teaching and instruction

## MASTER SYLLABUS / COURSE SYLLABUS

A standard format for instruction and course assessment developed as a blanket "contract" between the instructor and the students of a course. The *Course Syllabi* are derived from the *Master Syllabi*.

# BCCC COURSE SYLLABUS FLOW

Course Syllabus Development and Course Planning



# S2: ORIENTATION & FAQS

## Expectations *(Respect, Responsiveness, & Reporting)*

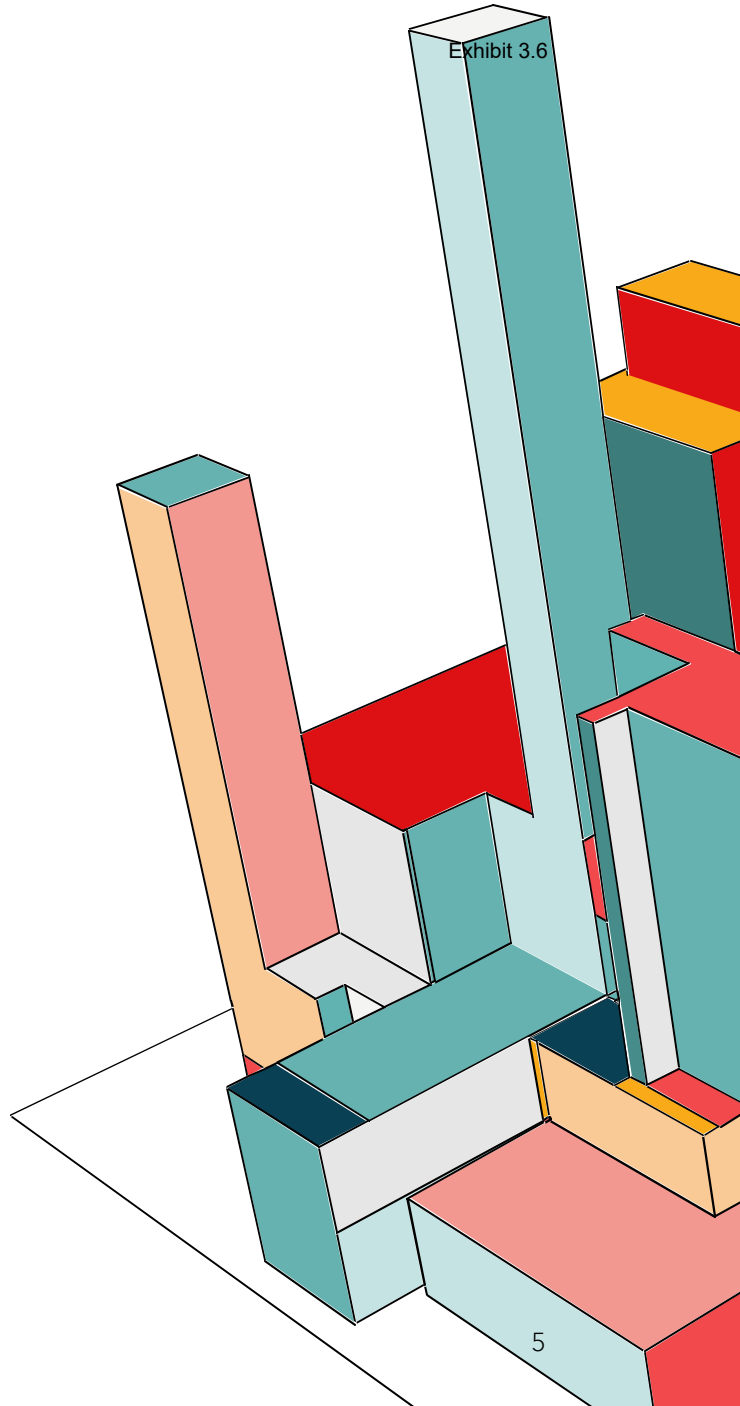
Adjunct Evaluations
Master Syllabi > Blueprint Syllabi > Course Syllabi
Canvas Course Published
Submission of Attendance, Never Attends, and Grades (Midterms & Final)

## Payroll Issues

Your respective Associate Dean
Mrs. Ursula Suber (410) 410-462-7617

## Other Frequently Asked Questions

1. Onboarding: IDs and Email Accounts
2. Parking (On Campus Lot E and at the High Schools)
3. Public Safety (410) 462-7700
4. Accessing Classrooms and Adjunct Office Suites
5. Obtaining Supplies



# S3: CANVAS AND BANNER



## NEVER ATTENDS

Student has never showed for class, nor have they participated in activities



## ATTENDANCE

Student reported as present during at least one class period



## ILP GRADING

The interface for migrating grades from Canvas to Banner

# S3: CANVAS AND BANNER

## BCCC CANVAS SITE

A one-stop shop for faculty tools and resources



Exhibit 3.6

# S4: CLASSROOM MANAGEMENT

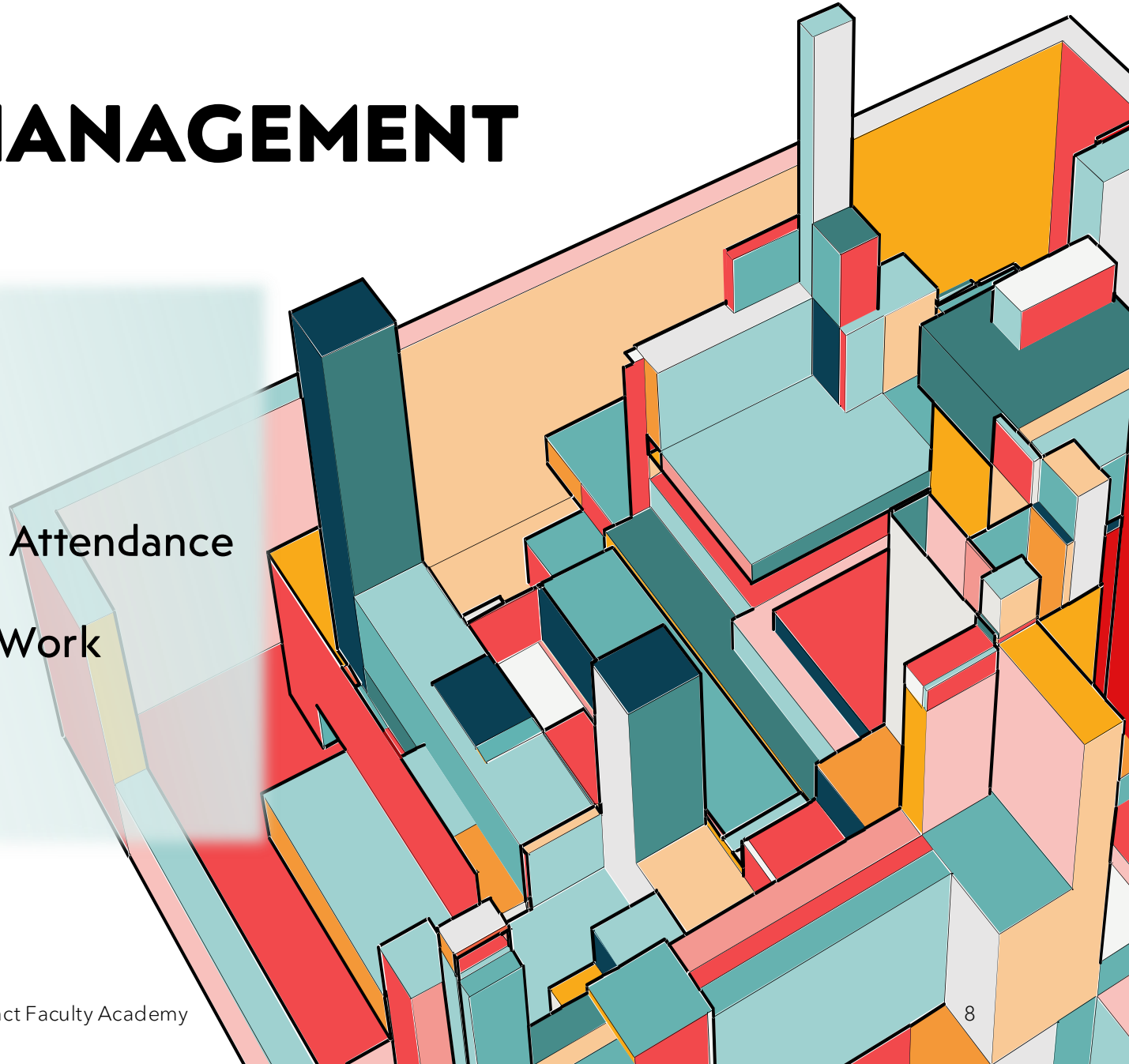
Scenario No. 1: Tardiness

Scenario No. 2: Disruptive Behavior

Scenario No. 3: Attendance and Never Attendance

Scenario No. 4: Participation and Late Work

Scenario No. 5: Illiteracy



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# SCENARIO 1

# Tardiness



# S4: CLASSROOM MANAGEMENT

**Scenario No. 1: Tardiness**

You have already provided a lecture on how to complete the assignment. Yet a student arrives at every class at least 40 minutes late. Class meets from 1-2:40pm. The student sometimes arrive at 1:40pm. Once they arrive, they ask you what are we doing?

You inform the student what the class is doing, and they get started. The student turns in the assignment, but most or all of it is incorrect.

**What would you do in this situation?**

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## SCENARIO 2

# Disruptive Behavior



# S4: CLASSROOM MANAGEMENT

## Scenario No. 2: Disruptive Behavior

A student exhibits disruptive behavior. A student arrives on time and place their books and coat into a chair in front of a computer station (to hold their space). Since the class has not started, they go to the vending machine to purchase a soda (even though there is signage that says no drinking).

The student brings the soda into the class drinking it as they walk past the teacher's station. Then the student proceeds to get onto Facebook Live and hold up both of their middle fingers to his audience. This student even had a blown-out conversation while the class was supposed to be working. The conversation went something like, "Yeah, the boss hired me right away. Go to the interview and tell them that you are such and such cousin. Just do not mention me."

**What would you do in this situation?**

# S4: CLASSROOM MANAGEMENT

**Scenario No. 3: Attendance / Never Attended**

There would be a student who completes the work and sends you an email, but never shows up for class.

The first email the student says that they were in the hospital due to asthma. The next email mentioned that their grandfather, who they are the caregiver for, had suddenly died.

**What would you do in this situation?**

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# SCENARIO 4

# Late Work



# S4: CLASSROOM MANAGEMENT

## Scenario No. 4: Late Work

A student who was provided special accommodations handed in an assignment late on the day of the exam. Yet it was the end of the semester, and the instructor informed every student that they must hand the essays in on the last day of classes (before the exam the following week).

The student proceeded to hand in the assignment on the day of the exam after the instructor placed a zero into Canvas. The instructor informed the student that the assignment was due by 11:59 on the last day etc., etc. The student comes back and says that they have an accommodation and should have been "still" permitted to turn in the assignment late.

**What would you do in this situation?**

# S4: CLASSROOM MANAGEMENT

## Scenario No. 5: Illiteracy

Put up an email that was written by a student. Have the group determine how they would handle this student who is obviously illiterate but interested in earning a degree.

**Example email:**

***This is where I'm keep getting shut at my computer is different from the one in the class the formation is different , I don't have the word double it's in number and I don't know which one of the number that you want, and I'm keep getting shut on how to submit it .***

**What would you do in this situation?**

Exhibit 3.6

# SPECIAL THANKS TO:

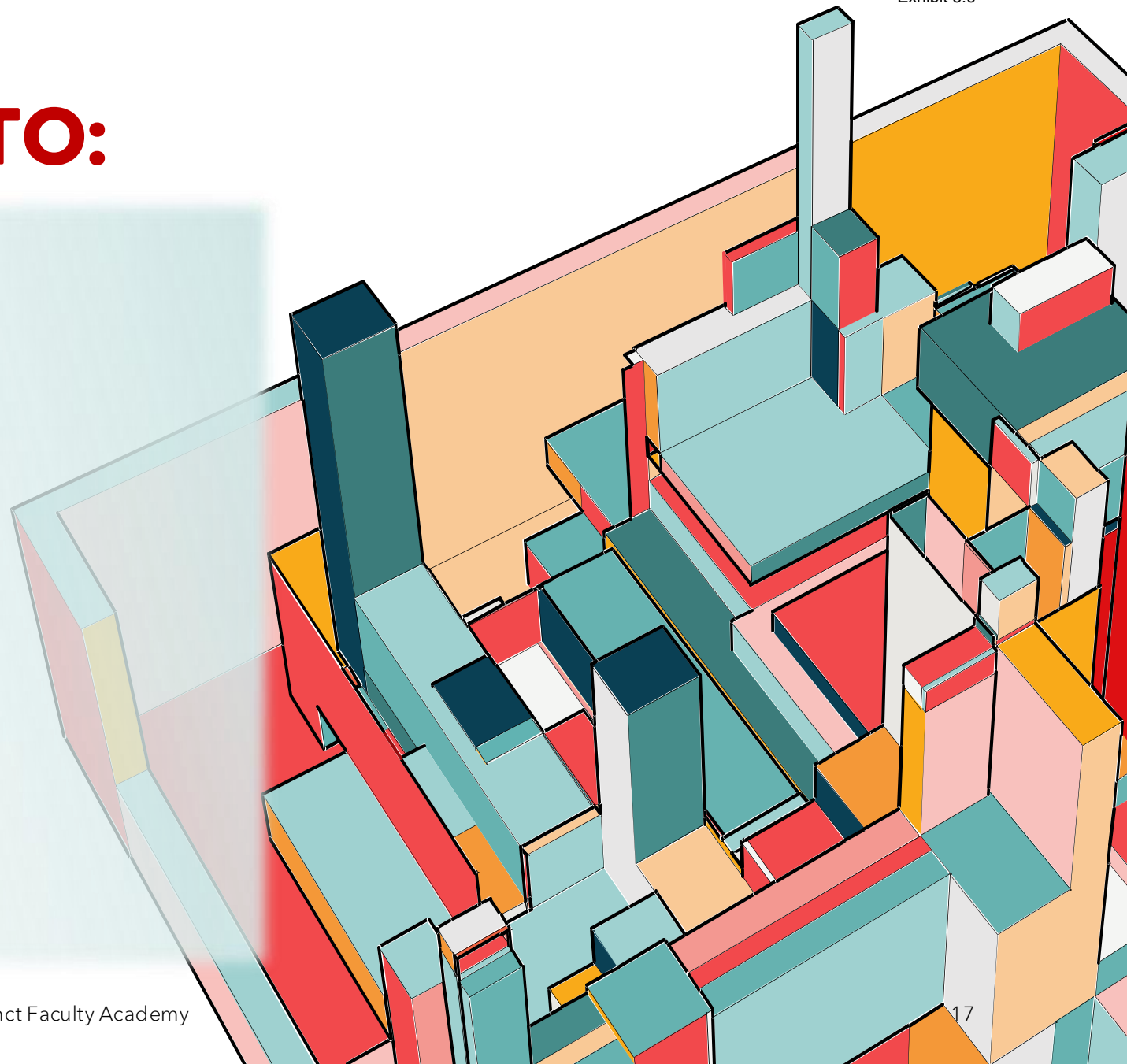
BCCC Adjunct Faculty Academy

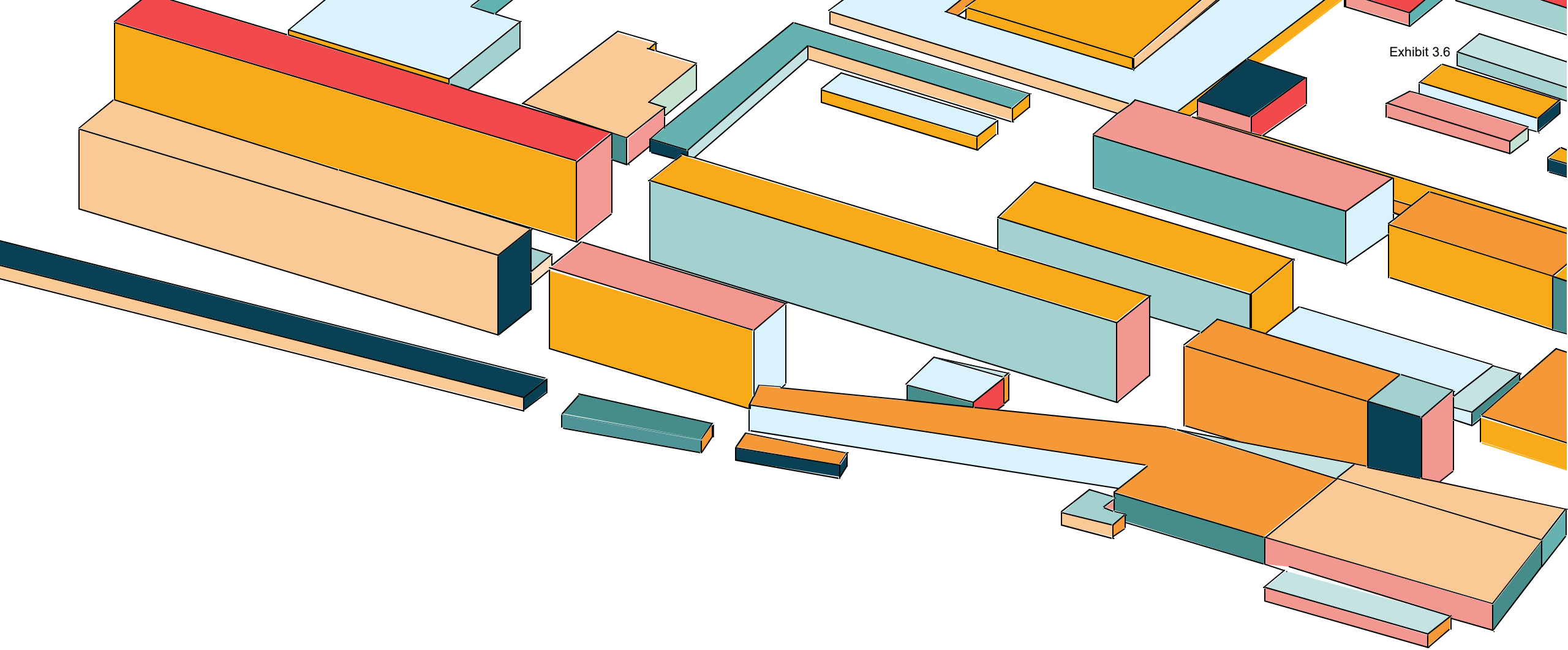
Contributors

**Adjunct Support Committee:**
Tony McEachern
Michelle White
Tonya Brown
Naesea Price
Cheryl Rhodes
Katana Hall
Carole Quine

Aundrea Wheeler, AVP

Dr. Debra McCurdy
BCCC President






# CLOSING REMARKS

BCCC
Baltimore City Community College

**Adjunct Faculty Academy**
Saturday, August 17, 2024 (Mini Conference Center)
9:00 AM – 12:00 PM

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**Agenda**

**School Deans**
*Deans and Associate Deans*

School of Arts and Social Sciences (SASS)
- Dr. Phillip Powell, Dean
- Dr. Tony McEachern, Associate Dean

School of Nursing and Health Professions (SNHP)
- Dr. Ghazanfar Mahmood, Interim Dean
- Ms. Dorothy Holley, Associate Dean

School of Business, Science, Technology, and Mathematics
- Dr. Bob Iweha, Interim Associate Dean of Business and Technology
- Dr. Anil Malaki, Associate Dean of Natural and Physical Science
- Mr. Scott Saunders, Associate Dean of Mathematics and Engineering

**9:00 – 9:15M** Opening Welcome and Updates
*Assistant Vice President*
- Ms. Aundrea Wheeler, AVP for Curriculum and Instruction

**9:15 – 10:30AM** Orientation
Deans/Associate Deans

**Session 1: Evaluation and Instruction Preparation** - *Dr. Tony McEachern*
- Adjunct Evaluations
- Syllabi

**Session 2: Orientation and FAQs** - *Dr. Anil Malaki and Dr. Bob Iweha*
- Expectations (Respect, Responsiveness, & Reporting)
- IDs and Email Account
- Public Safety
- Payroll
- Parking / Room Access
- Supplies

**Session 3: Canvas and Banner** - *Mr. Brian Terrill, Director of eLearning*
- Never Attends
- Attendance
- ILP Grading
- Canvas Site

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**Session 4: Classroom Management Scenarios** – *Dr. Tony McEachern*
**10:30– 10:55 AM**
Scenarios 1-5

1. Tardiness
2. Disruptive Behavior
3. Attendance/Never Attended
4. Participation and Late Work
5. Illiteracy

**Session 5: Professional Development** - *Dr. Tonya Brown, Associate Professor of Psychology*
**10:55 – 11:55 AM**
Teaching Pedagogy
Topic: *Reframing Your Teaching Style: The Gift of the Multigenerational Classroom*

**Debrief and closing**
**11:55-12 noon**

Tamara Payne 2024 BCCC Professional Development

# Dear Black Girl – Walk A Mile in My Shoes

Research Development and Request

03 March 2024



Tamara Payne 2024 BCCC Professional Development

# Proposal

*As an interdisciplinary artist that has witnessed echoes of mental health issues personally and throughout my residencies, my work and interests focus on assisting other in self-exploration, collaborations, healing, communal practices, and relationship building in communities. My artwork explores the construction of marginalized people through performance art, and public installations.*

*The Theme for this Years AERA 2024 conference is "Dismantling Racial Injustices and Constructing Educational Possibilities: A Call to Action," which will be held in Philadelphia, Pennsylvania Thursday April 11- Sunday April 14th. 2024. It is a 4-day conference of presenters that encourages scholarly inquiry related to education and promotes the use of research to improve education and serve the public good.*

*The conference will feature groups of researchers, scholars, and practitioners sharing insights and discoveries on diversity, relevant instruction, and solutions relevant to the culture. As an educator and artist, I am always trying to find ways to merge the creative process and what goes on in the classroom through curriculum. This conference will increase my awareness by providing relevant documented information while also assisting in my creative process with others. This is truly a way to gain insight, inspire my creative practice with community through multi-media and to create new curriculum in the classroom. Combining the arts and education throughout my practice has allowed me opportunities in assisting my students and others with developmental and social skills, interpersonal skills, and building critical thinking skills. In my work it also encourages onlookers to see humanity through the arts created by groups of people. Enlightening others and connecting with community has always been my source of inspiration.*

*My growth as an artist and educator relies heavily on these opportunities to broaden my knowledge in these areas. Having the opportunity to be amongst presenters, researchers, and constituents interested in the same subject that are dedicated to issues that truly matter is the true bonus in this experience. It will surely inspire my future work and I am also hoping to build lasting resources and network within this experience of great leadership.*

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# Budget

**Travel Expenses by Car: $200**

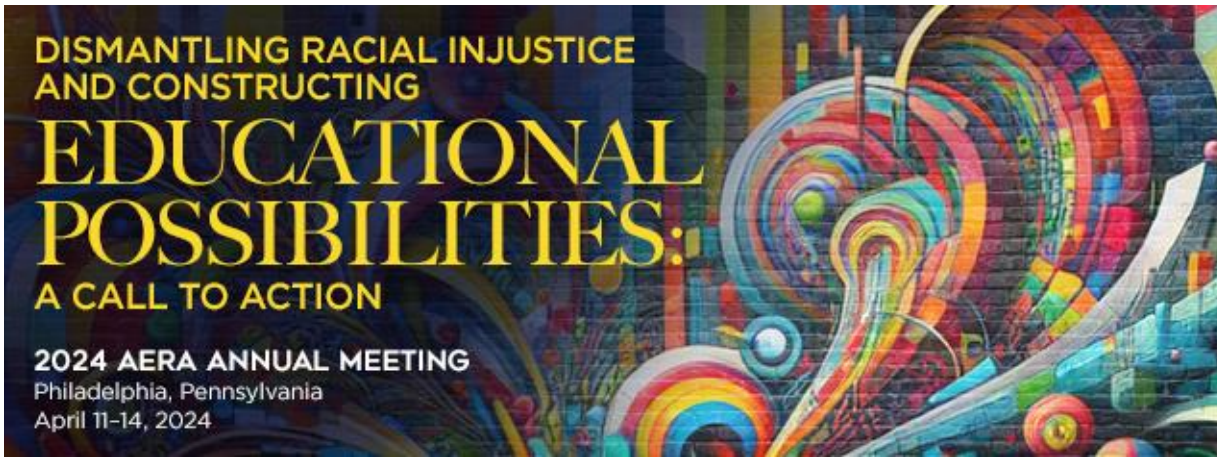
**Conference Fees: $500**

**Hotel: $1000**

**Transportation/Hotel Parking: $120**

## Total: $1,820

*Budget Funds outside of the proposed total will be covered through personal expenditures.




**2024 AERA ANNUAL MEETING**
**Philadelphia, Pennsylvania**
**April 11–14**
**Deadline for Submissions Passed July 31**

AERA is excited to host an annual meeting for 2024 that will be accessible, flexible, and rewarding for all participants! Visit this page for updates.

*Frequently Asked Questions:*

**What is the 2024 Annual Meeting theme?**

The theme for 2024 is "Dismantling Racial Injustice and Constructing Educational Possibilities: A Call to Action."

**When and where will the 2024 Annual Meeting take place?**

The meeting will be held in Philadelphia April 11 through April 14.

The primary site of the Annual Meeting in Philadelphia is the Pennsylvania Convention Center. The headquarter hotel where additional sessions will be held is the Philadelphia Marriott Downtown.

**Will there be a virtual component of the meeting?**

Due to a very low number of virtual submissions, the AERA Executive Board decided on August 18, 2023, to cancel the virtual component of the meeting scheduled for April 25-26. An email was sent to virtual submitters with the opportunity to decide how they wish their work to be considered. Tips for 2024 Annual Meeting virtual component submitters are also available on the AERA website.

**When are submissions due?**

Submissions were due on July 31, 2023 at 11:59 p.m. PT.

**When do submitters find out if their papers were accepted?**

Notifications were sent on November 10, 2023.

**When do registration and housing open?**

Registration and housing will open the week of December 18, 2023.

**What's new at the 2024 Annual Meeting?**

New for 2024, e-Lightening Ed-Talks will be a special feature of the AERA program. At the time of submission, authors who submitted a paper for a poster session could indicate interest in also presenting it in the form of a brief e-Lightening Ed-Talk. Authors of papers accepted for Ed-Talks will receive guidance on the preparation of such talks.

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UNAH RANKING MUNDIAL 2023
RANKING MUNDIAL SCIMAGO UNAH 2022
(504) 2216 6100 ext. 110249
vra@unah.edu.hn

# Afro-Catracho Conference

## PROGRAM

Sunday 7 to Saturday 13 of July 2024




**FIRST DAY: Sunday 7th**

Sunday 7th of July: Arrival to Palmerola International Airport, in Comayagua, Honduras, Central America and ground transportation to Tegucigalpa.

**SECOND DAY: Monday 8th**

**AM:**

8:00am to -10:00 am: Baltimore City Community College Faculty

English Lecture for two groups of students of different level of proficiencies:

Cohort 1

- 0 – No Proficiency. At this lowest level, there is basically no knowledge of the language.
- 1 – Elementary Proficiency…

Cohort 2

- 2 – Limited Working Proficiency....
- 3 – Professional Working Proficiency....

10:00 to 12:00m: Official Welcome Conference:

- Opening remarks: Dr. Odir Aarón Fernández, UNAH's President.
- Panel Presentation: Baltimore City Community College (BCCC), Globalization of the curriculum, Role of the Historical Black Universities in the USA/ PBI in Baltimore City & Study Abroad in the development of African Diaspora Degree Program
- Lecture: Higher Education, Cultural Diversity and Interculturality: Toward the creation of the first African Diaspora higher education project in Honduras/ Santiago J. Ruiz, Ph.D.

**PM**

2:00 to 3:30pm

- Exchange with Afrodescendent and Indigenous UNAH student clubs & orgs
- Experience in the higher education system in Honduras focus group

4.00 to 6:00pm

- Meeting with the Dean of the School of Medicine & Baltimore City Community College Faculty

(504) 2216 6100 ext. 110249
vra@unah.edu.hn

**EVENING**

6:00pm: Visit to Saint George Clinic and Hospital:

Exchange with Afro-Catracho's in the Private Sector.

Dr. George Frazer presentation on the contribution of African Descents to the Health sector in Honduras.



**<u>THIRD DAY: Tuesday 9th</u>**

**AM:**

8:00am – 1:00pm: Ground transportation –

Travel from Tegucigalpa (Fco. Morazan) to City of Tela (Atlántida), Honduras

**PM:**

12:30 a :2:30pm

Welcome Lunch/Dinner in San Pedro Sula, with "Esquina del Sabor Garifuna"

2:30pm- Ground transportation to Tela City.

**<u>FOURTH DAY: Wednesday 10th</u>**

**AM:**

8:30 – 9:30am

- Visit to the UNAH Instituto Tecnologico Superior de Tela campus City of Tela:
- Spanish Lecture for Baltimore City Community College Faculty.

9:40am to 10:30am:

Visit to Artisan Painters

A workshop with Cruz Bermudez

10:30 to 12:00pm:

Historical Site:

Former Tela Railroad Company Administration Building (1916)

(504) 2216 6100 ext. 110249
vra@unah.edu.hn

**PM**

3:00 to 4:30pm:

Return to the UNAH Instituto Tecnologico Superior de Tela campus

City of Tela

Teach English to students in Gastronomy: Food and Beverage Courses.

Cohort 1

- 0 – No Proficiency.
  At this lowest level, there is basically no knowledge of the language. ...

Cohort 2

- 1 – Elementary Level of English Proficiency

5:00pm- 6:00pm

- Presentation on Afro-Garifuna traditional music, material arts and folk medicine
  Workshop of Master Craftsperson & Drum Maker
  Garifuna village of Triunfo de La Cruz, in Tela Bay:

.

**FIFTH DAY: Thursday 11th**

**AM:**

8:00am a 9:30am

Travel to the Village of San Juan in Tela.and community service project.

10:00 a 11:30am

Visit to the public High School in Garifuna village of San Juan,

Re-launching of Historical site in the Garifuna village of San Juan:

Monument to the Garifuna Leaders Assassinated by Dictator Tiburcio Carias (1937)

**PM:**

Lecture by: Professor Virgilio López Museum in the Village of Tornabé in Tela.

Survey of Literature and History of the Afro-Garifuna people in Honduras.

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**SIXTH DAY: Friday 12th**

**AM:**

8:00am to 12:00m:

Return by land from Tela to Comayagua.

**PM:**

3:00 to 4:30pm.

Centro Regional Universitario del Centro en Comayagua (UNAH Comayagua).

Closing session with Office of the Vice President

**EVENING:**

Visit to Colonial sites in Comayagua,

includes a **910 years old clock** built in 1100 by the Moors,

placed in the Alhambra in Sevilla, Spain.

King Felipe III donated the clock to Comayagua, Honduras

Since 1715 it has been in the tower of Honduras Catholic temple

**SEVENTH DAY: Saturday 13th**

Departure from Palmerola International Airport in Comayagua to the USA.




Afro-Catracho Conference is held thanks to the cosponsoring organization “La Esquina del Sabor Garífuna”.

UNAH
UNIVERSIDAD NACIONAL AUTÓNOMA DE HONDURAS
VRA
VICERRECTORÍA ACADÉMICA
(504) 2216 6100 ext. 110249
vra@unah.edu.hn







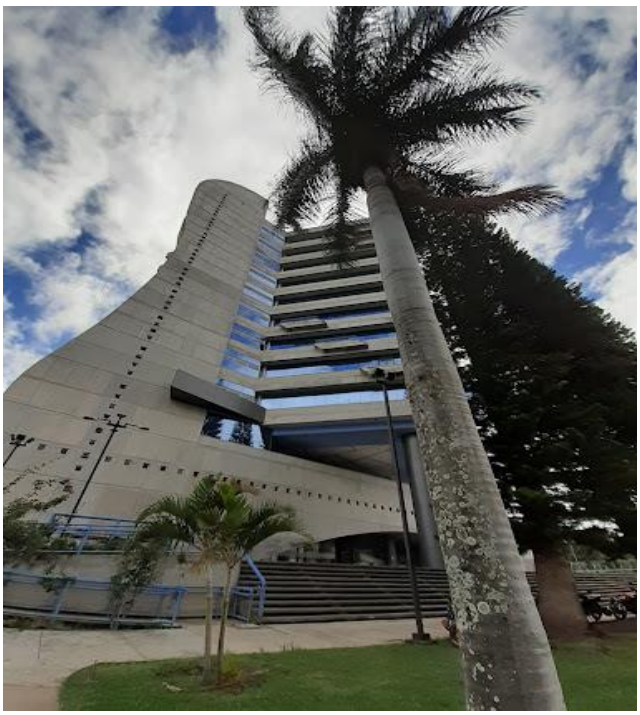




***Wanaragua,* Garifuna people Traditional Dance, Atlantic Coast: Honduras, Central America**

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vra@unah.edu.hn

**Administrative Building of the National Autonomous University of Hodnudas**



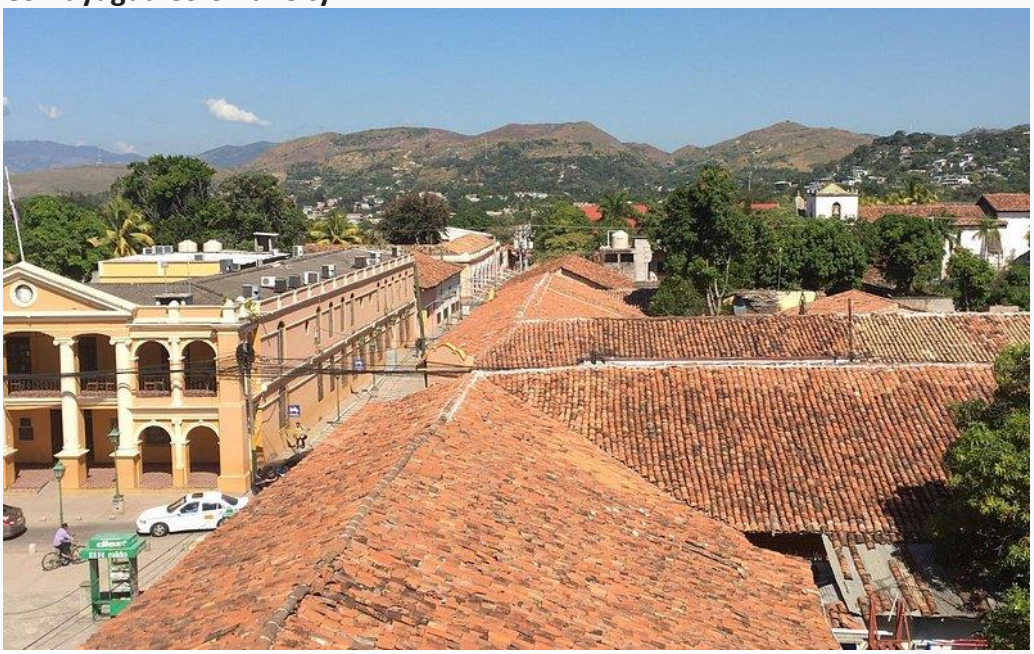
**Colonial city of Comayagua**



- **A 910 years old clock built in 1100 by the Moors and was placed in the Alhambra in Sevilla, Spain. King Felipe III donated it to Comayagua and since 1715.**



**Comayagua Colonial City**



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**Former Tela Railroad Company Administration Building**




*Saint George Clinics and Hospital in Tegucigalpa, Honduras*



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**Saint George Clinics and Hospital in Tegucigalpa, Honduras**



https://sanjorge.hn/?v=5c16e27f78df

**Tela Bay, Honduras**



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**Garifuna of Tela, Atlantic Coast: Honduras, Central America**





**Garifuna of Tela, Atlantic Coast: Honduras, Central America**

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- 
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Exhibit 3.9

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vra@unah.edu.hn

Tegucigalpa, HONDURAS, April 23, 2024

Dear **Dr. Servio-Mariano:**

We are pleased to invite you to attend the upcoming Afro-Catracho Conference to be held from 7th to 13th July 2024 at the National Autonomous University of Honduras, UNAH. At this conference, we will bring together leading experts from around the country to discuss the latest developments at UNAH in the field of African Diaspora Studies and best practices in program development and intercultural exchanges from diasporan communities to Honduras.

As a highly respected anthropologist, we believe that your participation would greatly enhance the conference. We would be honored to have you and your team present on your development of international abroad experiences and African Diaspora Studies program. This meeting and exchange promises to be an exciting opportunity for networking with peers, learning about and sharing latest trends and practices, and contribute to the advancement of the field of African Diaspora Studies for both UNAH and Baltimore City Community College (BCCC).

Please find attached the tentative Afro-Catracho Conference program for your review. Our presentations will be multi-sited, Tegucigalpa UNAH our main campus and the Tela Campus on the Atlantic Coast where many African descended communities are located. By this measure, we hope to ensure we offer you and your team a fuller experience of what UNAH and Honduras have to offer as a partner site in international education.

We hope that you will be able to join us for this important academic encounter. To learn more about UNAH, please contact our website https://www.unah.edu.hn/. For more on the Afro-Catracho Conference, please reach me directly at: +504-31750153, santiago.ruiz@unah.edu.hn

Sincerely,

**Santiago J. Ruiz, Ph.D.**
Coordinator of the Area of Systematization and Dissemination of Scientific and Creative Activities.
Academic Vice-Rector's Office
National Autonomous University of Honduras (UNAH)
Ciudad Universitaria, Boulevard Suyapa, Tegucigalpa, MDC, Honduras, Centro América
https://www.unah.edu.hn/
Phone: (504) 3175-0153

Exhibit 3.10

**Wes Moore**
Governor

**Aruna Miller**
Lt. Governor

**Cassie Motz**
Chair

**Sanjay Rai, Ph.D.**
Acting Secretary

January 16, 2024

Dr. Debra L. McCurdy
President
Baltimore City Community College
2901 Liberty Heights Avenue
Baltimore, MD 21215

Dear President McCurdy:

The Maryland Higher Education Commission has reviewed a request from Baltimore City Community College (BCCC) to offer an Associate of Arts (A.A.) in Early Childhood Education.

I am pleased to inform you that the program proposal is approved for implementation in Spring 2024. This decision is based on an analysis of the program proposal in conjunction with the law and regulations governing academic program approval, in particular Code of Maryland Regulations (COMAR) 13B.02.03. As required by COMAR, the Commission circulated the proposal to the Maryland higher education community for comment and objection; no objections were received during the 30-day circulation period. The program meets COMAR's requirements and demonstrates potential for success, an essential factor in making this decision.

For the purposes of providing enrollment and degree data to the Commission, please use the following HEGIS and CIP codes:

| Program Title | Award | Credits | HEGIS | CIP | Modality |
|---|---|---|---|---|---|
| Early Childhood Education | A.A. | 60 | 4960.12 | 13.1210 | On-campus |

Should Baltimore City Community College desire to make a substantial modification to the program in the future, review by the Commission will be necessary. I wish you continued success.

Sincerely,

Emily A. A. Dow, PhD
Assistant Secretary, Academic Affairs

EAAD:LS:bm

C: Dr. Brad Phillips, Executive Director, MACC
Dr. Jacqueline Hill, VP Academic Affairs, BCCC
File: 23493

# Expanding SUCCESS Project Agreement

Maryland Higher Education Commission ("MHEC"), and Baltimore City Community College ("the College") or Subgrantee on the Project, enter into this agreement to implement the MDRC Expanding SUCCESS project ("the Project").

**WHEREAS**, Expanding SUCCESS is an ambitious effort to narrow and ultimately eliminate inequities in college completion and economic mobility for students of color and students from low-income families.

**WHEREAS**, Expanding SUCCESS builds on MDRC's twenty years of work with community colleges to identify and implement the best evidence based practices of what works to help students graduate.

**WHEREAS**, MDRC launched SUCCESS in 2019, a comprehensive student supports program, grounded in some of the strongest evidence in higher education and centered on intensive advising, financial incentives, and using data for continuous improvement.

**WHEREAS**, Expanding SUCCESS will build State capacity to implement, monitor, and expand SUCCESS to community colleges that serve large numbers of students of color and students from economically disadvantaged backgrounds.

**WHEREAS,** the parties hereto wish to enter into this Agreement according to the terms and conditions herein.

**NOW, THEREFORE THIS AGREEMENT WITNESSETH THAT**, for and in consideration of the promises, mutual covenants, obligations and the benefits and undertakings herein expressed, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree to the following terms and conditions:

## 1. Purpose

The purpose of this Agreement is to provide the College with the Grant Funds that will support the Scope of Work, as more specifically set forth on Exhibit A, attached hereto and incorporated herein.

## 2. Term

Unless otherwise terminated in accordance with this Agreement, the term of this Agreement is from May 1, 2024 to June 30, 2025 (the "Term").

## 3. Scope of Work

The College has agreed to collaborate with MHEC on the Project in accordance with the roles and responsibilities set forth in the Scope of Work, attached hereto and incorporated herein as Exhibit A. The College is responsible for providing complete and satisfactory performance of

this Agreement, in accordance with the roles and responsibilities set forth in the Scope of Work. The determination of satisfactory performance (as outlined in the Scope of Work) shall be made by MHEC, in its reasonable judgment, in consultation with the College.

**4. Budget and Payment**

A. This Agreement is for direct costs no greater than $125,000 for the implementation of the SUCCESS program, as led by MHEC in consultation with MDRC. MHEC agrees to pay the College in accordance with the payment terms outlined in Exhibit B, Payment and the Budget Narrative attached hereto as Exhibit C.
B. The College agrees that all expenditures are to be used in accordance with the terms of this Agreement.

**5. Key Personnel**

The College shall provide the following key personnel for this work (the "Key Personnel"):

Vice President for Academic Affairs
Vice President for Institutional Effectiveness, Research, and Planning
Interim Vice President for Student Affairs
Vice President, Finance & Administration
Assistant Vice President for Academic Engagement and Partnerships
Assistant Vice President for Student Affairs
Director of Institutional Research
Director of Grants
Director of the Student Success Center

MHEC shall provide the following State personnel for this work (the "State Personnel"):

Emily A. A. Dow, Assistant Secretary for Academic Affairs
Barbara Schmertz, Director, Research and Policy Analysis
TBD, Statewide Coordinator
TBD, Research Advisory
TBD, Policy and Implementation Advisory

Whenever Key Personnel become unavailable for assignment under this Agreement or are unable to commit the level of effort required without substantial deviation (more than 10 percent), the College shall notify MHEC two weeks in advance, or as soon as possible. The College shall provide MHEC with written justification of any proposed substitution of Key Personnel. Whenever State Personnel become unavailable for assignment under this Agreement or are unable to commit the level of effort required without substantial deviation (more than 10 percent), MHEC shall notify the College as soon as possible.

**6. Review of Written Materials and Publicity**

The College shall provide MHEC, via written notice to MHEC Statewide Coordinator, with advance notice and copies of any Project-related materials prepared for marketing, publicity, or

presentation purposes. MHEC, in collaboration with MDRC will review these materials and provide you with any comments and/or approval to use the materials within five business days. The College will promptly notify MHEC of any requests for Project-related press interviews in advance of such interviews. The prohibitions of this paragraph do not include marketing, presentations, or press activities related to your program that do not mention the Project or are not directly related to the Project. Similarly, MHEC will promptly notify the College of any requests for Project-related press interviews in advance of such interviews.

The restrictions in this section also do not apply to materials shared from MHEC or MDRC the College customizes for implementation purposes (for example, program training materials and program implementation guides).

MDRC will own the original version of any Project-related materials. The College will own any derivative materials it customizes or creates. At all times, MDRC's role in creating any Project-related materials will be acknowledged.

## 7. Program Information, Research Information, and Rights in Data

MHEC considers all data and records within The College's custody that are collected and used in the ordinary course of business to be "Program Information."

The College shall retain ownership of all Program Information at all times and may use Program Information as it wishes.

MHEC considers all data compiled or collected for the Project (that is, information that is not collected and used in the ordinary course of business with MHEC), including any documents, programming code, findings, instruments, program participation reports, and academic reports as "Research Information." Research Information may be compiled or collected by the College or exclusively by MHEC or MDRC for the Project.

MHEC considers that when the College's copies of Program Information are transferred to MHEC in accordance with this Agreement, those copies become Research Information and will be protected by Maryland law.

## 8. Confidentiality

MHEC and the College will comply with all applicable confidentiality and privacy laws and rules, including but not limited to Maryland Code Annotated, General Provisions Article, § 4-101 *et seq* and 20 U.S.C. §1232g, and shall cause its employees, consultants, and subcontractors and subcontractors' employees and consultants to so comply.

The College will document its data security practices in the IT Security Policy approved by the College's Board of Trustees. No personally identifiable data will be referred to in any published documents about the project without the permission of the person involved. The College must comply with the requirements, if any, of the College's Institutional Review Board ("IRB") and submit to the IRB all materials required for continuing IRB oversight.

The College may not divulge or disseminate to any third party any Research Information that becomes known to it during performance of this Agreement and/or which is in its custody. The College will keep any Research Information that contains personal identification information (defined as information described in Maryland Code Annotated, Commercial Article Section 14-3501), if any, confidential and secure until it is sent to MHEC.

Use of or disclosure to any third party of any Research Information is a breach of the terms of this Agreement. If the College has any reason to believe that there has been a breach of confidentiality of Research Information, whether through deliberate or inadvertent disclosure, the College will make its best efforts to notify MHEC within 1 hour of the discovery of the breach or possible breach.

Upon completion of this Agreement, the College will request and then comply with reasonable written instructions from MHEC regarding the disposition of any Research Information. Program Information is subject to the confidentiality and privacy laws and rules applicable to the College. Before releasing any information regarding the College or its students to the public, MHEC will provide the College with reasonable advance notice and an opportunity to review. Anything in this Agreement to the contrary notwithstanding, when and to the extent that Project materials are made public by MHEC, MDRC, the College shall have the same rights as the general public to utilize any such materials, including the right to make fair use of copyrighted materials.

The provisions in this Agreement regarding confidentiality will continue to bind both Parties when the Agreement is completed or otherwise terminated.

**9. Proprietary Information**

Performance of this Agreement may require the College to access and use data and information proprietary to MDRC (including its subcontractors) that is of such a nature that its dissemination or use, other than in performance of this Agreement, will be adverse to the interest of MDRC ("Proprietary Information"). Proprietary Information will be marked or identified as "proprietary." Proprietary information does not include information that is already known to the public, is in the public domain or has been independently generated by the College. For illustrative purposes only, the Project training and technical assistance materials would be Proprietary Information. The College understands that the Proprietary Information disclosed pursuant to this Agreement derives independent economic value, actual or potential, from not being generally known to, and not being readily ascertainable by, other persons who can obtain economic value from its disclosure or use.

Except as permitted under this Agreement, the College agrees not to divulge, reproduce, or release Proprietary Information in any form to any third party, either during or after the term of this Agreement, until made public by MDRC or unless as expressly authorized by MDRC or is required by subpoena or other compulsory process or a legal proceeding. The College shall not use, disclose, or reproduce Proprietary Information, other than as required in the performance of

this Agreement. Nothing herein shall preclude the use of any data and information and independently acquired by the College without such limitations.

The College agrees that it will protect MDRC's Proprietary Information in the same manner as it protects its own Proprietary Information of a similar nature. Disclosure of MDRC's Proprietary Information within The College's organization shall be restricted to those individuals who are directly participating in performance under this Agreement.

The foregoing terms and conditions regarding Proprietary Information shall survive the termination of this Agreement and shall remain in effect for three (3) years thereafter.

**10. Notice**

All notices required or permitted to be given hereunder shall be sufficient if in writing and personally delivered; if sent by certified mail, return receipt requested, and postage prepaid; or if sent by national recognized courier, signature delivery required, addressed as follows:

If to MHEC:

Dr. Sanjay Rai
Secretary
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201
sanjay.rai@maryland.gov

If to the College:

Dr. Debra L. McCurdy
President
Baltimore City Community College
2901 Liberty Heights Avenue
Baltimore, MD 21215
dlmccurdy@bccc.edu

**11. Non-Assignability**

The Parties agree that this Agreement may not be assigned to any third party.

**12. Insurance**

During the Term, MHEC and the College shall maintain all appropriate insurance for its organization.

**13. Nondiscrimination in Employment**

The parties agree not to discriminate in any manner against an employee because of race, color, religion, creed, age, sex, sexual orientation, gender identification, marital status, national origin,

ancestry, genetic information, or any otherwise unlawful use of characteristics, or disability of a qualified individual with a disability unrelated in nature and extent so as to reasonably preclude the performance of the employment.

**14. Compliance with Laws**

Each party shall comply with all applicable federal, State, and local laws, regulations and ordinances applicable to the activities and obligations under this Agreement.

**15. Liability**

Neither party shall assume any liability, obligation to indemnify, hold harmless, or pay attorney's fee that may arise or in any way be associated with the performance of operation of this Agreement.

**16. Changes**

This Agreement may be altered, amended, or modified only by a writing executed by duly authorized representatives of both parties. However, MHEC may at any time by written order, make changes in the services to be performed by the College, within the general scope of this Agreement. MHEC agrees to first consult with the College before making such changes.

Additionally, the College must notify MHEC Statewide Coordinator before the College makes any significant changes in the components, staffing, or operation of the College's program during the Term. Such changes would include, for example, changes to program enrollment requirements; student to coach/advisor ratio; amount of timeline for distribution of, or methods for earning incentives; data collection/monitoring practices, etc. Additionally, the College must notify MHEC of any potential staffing changes and/or changes to methods of collaboration between MHEC and the College. MHEC will determine if such staffing and/or programmatic changes require a modification to this Agreement.

**17. Termination**

If circumstances make either party's continued participation in the Project infeasible, that party will provide the other with immediate written notice to both MHEC Statewide Coordinator and the contact outlined in the Notices section, and ample opportunity to try to resolve the matter.

Either party may terminate this Agreement in whole or in part for any reason upon 30 days written notice to the non-terminating party. Upon receipt of termination notice from the other party, the receiving party shall cease performance of services under this Agreement on the specified termination date. The College will be paid for the satisfactory services performed up to the date of receipt of the termination notice or the date specified therein.

**18. Reduction in Funding**

MHEC has the right, in its sole discretion and in consultation with MDRC, to make a corresponding adjustment to the compensation amount described above based upon any revisions MHEC makes to the Scope of Work under this Agreement. MHEC agrees to first consult with the College before making such changes. The College and MHEC will proceed with performance under this Agreement, as revised.

**19. Stop Work**

A Stop Work Order will be issued by MHEC to the College if it is advisable in MHEC's sole discretion to suspend work. By written Stop Work Order to the College MHEC will require the College to stop all, or any part, of the work called for by this Agreement. Upon receipt of the Stop Work Order, the College will immediately comply with its terms and take all reasonable steps to minimize the incurrence of costs allowable to the work covered by the Stop Work Order.

**20. Applicable Law**

This Agreement shall be construed and enforced according to the Laws of the State of Maryland.

**21. Severability**

If any part of this Agreement is found to be null and void or is otherwise stricken, the rest of this Agreement shall remain in force.

**22. Waiver**

A party's failure to insist on compliance or enforcement of any provision of this Agreement shall not affect its validity or enforceability or constitute a waiver of future enforcement of that provision or of any other provision of this Agreement.

**23. Entire Agreement**

The Agreement and all attachments constitute the complete and final agreement between MHEC and the College, and supersedes all prior agreements, written or oral, relating to the subject matter hereof. The invalidity or unenforceability of any particular provision of this Agreement shall not affect any of the other provisions, and this Agreement shall be construed in all respects as if such invalid or unenforceable provisions were omitted. Titles of sections are for convenience only, and neither limit nor amplify the provisions of the Agreement itself.

Acknowledged and Agreed to:

| Maryland Higher Education Commission | INSERT COLLEGE'S NAME |
|---|---|
| SKR | Deborah L. McGuire |
| Signature | Signature |

| | |
|---|---|
| Sanjay Rai, Ph.D | D□□r□□□□M□□□rd□□ |
| Printed Name | Printed Name |
| Secretary of Higher Education | □r□□d□□□□ |
| Title | Title |
| 09/23/2024 | 0□/1□/24□ |
| Date | Date |

Approved as to form and legal sufficiency:

Signature

Assistant Attorney General
Maryland Higher Education Commission

Date

**Exhibits**

Exhibit A – Scope of Work
Exhibit B – Payment
Exhibit C – Budget Narrative
Exhibit D – The College's Data Security Plan

**Exhibit A - Scope of Work**

## 1. Background

Expanding SUCCESS is an ambitious effort to narrow and ultimately eliminate inequities in college completion and economic mobility for students of color and students from low-income families. This project builds on MDRC's 20 years of work with community colleges to identify and implement the best evidence of what works to help students graduate. Launched in 2019, SUCCESS is a comprehensive student supports program—grounded in some of the strongest evidence in higher education—that's centered on intensive advising, financial incentives, and using data for continuous improvement.

In Expanding SUCCESS, the Maryland Higher Education Commission (MHEC) will work with the nonprofit, nonpartisan research organization MDRC to build MHEC's capacity to implement, monitor, and expand SUCCESS to community colleges that serve large numbers of students of color and students from economically disadvantaged backgrounds. MHEC will also focus on further scaling and sustainability, with the goal of (1) supporting participating campuses to secure the resources and capacity to sustain SUCCESS after the project period ends in 2025, and (2) expanding SUCCESS to additional Maryland campuses.

## 2. Core Components of the SUCCESS model

The SUCCESS program integrates multiple evidence-based components proven in previous studies to help students stay enrolled and graduate. These program components include:

- Coaches/advisors, supervised by a SUCCESS program manager, who reach out proactively and meet frequently with the most at-risk students
- Program that serves students for two to three years, with a requirement for students to enroll full-time or to meet other credit accumulation benchmarks
- Financial incentives to encourage students to meet with coaches and satisfy other program requirements
- Management information systems (MIS) that provide real-time data staff use to support program management and to drive continuous improvement
- A commitment to program affordability and sustainability that is realized in part by leveraging and consolidating existing resources

The College will receive training and support from MHEC and MDRC to launch SUCCESS, in addition to ongoing support during the first year of program implementation, with the expectation that the College will monitor progress, ensure successful implementation over the course of the initiative, and expand the program in subsequent years.

## 3. Personnel Expectations

The College is expected to identify a core leadership team of staff that will participate in regular planning, management, and check-in meetings with MHEC throughout the life of the project to refine various aspects of the program, set statewide program guidance as needed, plan for

sustainability and scale-up, and address any issues that may arise. This core leadership team should include VP- and director-level leaders from various college departments related to student success (e.g., Student Success, Academic Affairs, Finance, Institutional Research, etc.).

In addition to the core leadership team, the College will need to identify a SUCCESS program team comprised of a senior advisor, a data liaison, a program coordinator/supervisor, and enough coaches/advisors to achieve a 1:150 coach-to-student ratio.

These individuals will be identified in the "Key Personnel" section of the agreement.

**4. Program Size**

The College will serve at least 300 students in the program during the 2024-2025 academic year.

**5. Continuous Improvement & Evaluation**

The College will assist MHEC in understanding and obtaining access to academic records and other data in support of program implementation and monitoring. MHEC and the College will adhere to mutually agreed upon data security guidelines and a data sharing process.

**6. Timeline & Key Milestones**

The project will have a planning period and a program year. The specific responsibilities and deliverables expected for participating community colleges are as follows:

A. Planning Period: April 2024 – July 2024

- Identify or hire a campus SUCCESS program director/coordinator, advisors/coaches, a senior advisor, and a data liaison.
- Participate in technical assistance and program design activities with MHEC and other SUCCESS partners. This will include weekly or biweekly calls and may include a multi-day series of half-day "design sprint" planning sessions in late spring or early summer 2024.
- Identify a management information system (MIS) and demonstrate ability to run reports of program data in preparation for program launch in fall 2024.
- Submit a final implementation plan detailing The College's SUCCESS program, including how each core component will be implemented, staffing levels and names, and final eligibility criteria. This will be shared with MHEC by the end of the planning period. A template will be provided.

B. Program Year: August 2024 – May 2025

- Enroll the required number of students into the program prior to the start of the fall 2024 and spring 2025 semesters.
- Start operating the SUCCESS program for students by the first day of the fall 2024 semester.

- Participate in regular technical assistance activities with MHEC and other SUCCESS partners. This will include weekly or biweekly calls.
- Create monthly and semesterly reports measuring program participation and academic outcomes based on Management Information System (MIS) data and other college data for continuous improvement efforts. A template will be provided.
- Adhere to mutually agreed upon data security guidelines and a data sharing process as well as collaborate on data collection needs for evaluation (qualitative and quantitative).
- Engage in discussions facilitated by MHEC and SUCCESS partners focused on planning for long-term financial sustainability for the SUCCESS program. Provide a written sustainability strategic plan for securing funds to sustain and scale SUCCESS beyond 2025. A template will be provided.
- Attend virtual convenings with other SUCCESS colleges in the state.

## 7. Roles and Responsibilities of MHEC and the College

Participation in this project will help MHEC build the infrastructure to support multiple colleges to launch, implement, scale, and sustain SUCCESS. By participating in the project, MHEC specifically agrees to work with the College, in collaboration with MDRC, to:

- Develop institutional expertise in the SUCCESS model;
- Maintain a focus on equity and narrowing gaps in college completion by race, ethnicity, and income (this includes ensuring SUCCESS is targeting students of color and students from low-income backgrounds);
- Build the data infrastructure needed to support colleges to successfully launch and scale SUCCESS programs (see "Data Infrastructure and Monitoring" below);
- Provide ongoing technical assistance and data-driven continuous improvement support to colleges after program launch;
- Help create a path for long-term sustainability of SUCCESS technical assistance and for colleges' ongoing program operations (see "Program Sustainability" below); and
- Integrate SUCCESS into MHEC's regular activities with colleges.

Expectations of MHEC and the College are outlined below.

### *A. <u>Staffing and Resources:</u>*

MHEC will…

1. Create a dedicated State SUCCESS team.
2. Lead the process for executing an agreement between the College and MHEC. Collaborate with MDRC to develop college-level milestones (tied to funding) and determine whether colleges have sufficiently reached milestones.
3. Ensure that the State SUCCESS team collaborates with the MDRC team on all aspects of the project throughout the project period, including meeting and communicating regularly.
4. Work with colleges to ensure they have sufficient funds and/or can reallocate existing resources to cover the full cost of program implementation during the project period.

The College will…

1. Ensure senior leadership (1) regularly meets with the State SUCCESS team and MDRC to provide project oversight, and (2) shares semi-regular project updates with their college's president and cabinet members.
2. Identify and/or reallocate funds to ensure the College can cover the full cost of implementation during the project period.

*B. <u>Program Implementation and Technical Assistance:</u>*

MHEC will…

1. Evaluate the outcomes, infrastructure, and resources to potentially expand SUCCESS to additional Maryland colleges.
2. Co-create (with MDRC) and deliver SUCCESS program design and implementation training and support to the College.
3. Ensure that the College successfully launches the SUCCESS program and serves students through (at a minimum) spring 2025.
4. Focus on closing equity gaps in achievement and assist the College in identifying restrictive eligibility criteria specific to the College's student population, with the goal of enrolling at least two-thirds of students from this more restrictive pool to the program and learning how to improve student recruitment. (Eligibility criteria and recruitment strategies will be determined collaboratively by MDRC, MHEC, and participating colleges.)
5. Monitor program implementation throughout the project period and support the College to make data-driven program improvements.

The College will…

1. Focus on closing equity gaps in achievement and ensure degree/certificate seeking students and/or transfer students have more restrictive eligibility criteria, with the goal of enrolling a cohort of students for this more restrictive pool into the program and learning how to improve student retention. (Eligibility criteria and recruitment strategies will be determined collaboratively by MDRC, MHEC, and participating colleges.)
2. Monitor program implementation throughout the project period and make data-driven program improvements.
3. Learn from other participating colleges and support each other in program implementation, improvement, and scaling.
4. Participate in a SUCCESS learning network led by MDRC.

*C. <u>Data Infrastructure and Monitoring:</u>*

MHEC will…

1. Engage in SUCCESS data infrastructure readiness assessment discussions with MDRC.

2. Provide technical assistance related to establishing program data management infrastructures and data-driven continuous improvement processes to the College.
3. Establish a state-level process to monitor program implementation and student outcomes data over time. A state-wide data system is helpful but not required.
4. Monitor the Colleges' SUCCESS operations throughout and beyond the project period, using readiness and implementation assessment criteria co-created with MDRC.
5. Support the College with producing monthly program participation and semesterly academic outcome reports; share reports with MDRC; and collaborate with MDRC on technical assistance and continuous improvement strategies. These aggregate reports will be used to identify inequities in engagement (within the program) as well as outcomes (across the general college population or in comparison to a similar group of students) and to develop strategies for continuous program improvement.
6. Support the College in producing student-level data in order to perform more nuanced analyses of program implementation and outcomes.

The College will:

1. Create a MIS, with support from MHEC and MDRC, or will need to have an existing system that can be adapted to meet the data collection needs for SUCCESS.
2. Produce student-level data as requested by MHEC related but not limited to the data provided in the monthly reports by the timeline negotiated and agreed upon by both the College and MHEC.
3. Support student participation and relevant employee participation in qualitative data collection as requested by MHEC (e.g., focus groups, interviews, etc).
4. Produce monthly program participation and semesterly academic outcome reports; share reports with MHEC; and collaborate with MHEC and MDRC on technical assistance and continuous improvement strategies. These reports will be used to identify inequities in engagement (within the program) as well as outcomes (across the general college population or in comparison to a similar group of students) and to develop strategies for continuous program improvement.
5. The data elements in the reports will include:
    - Monthly program participation measures:
        - Number of students who are recruited to program
        - Number of students recruited who are enrolled in program
        - Number of students recruited who are participating in program
        - Number of students enrolled and participating in program with:
            - 0 advisor meetings
            - 1 advisor meeting
            - 2 or more advisor meetings
        - Number of students enrolled and participating in program who earned an incentive
    - Semesterly academic outcome measures:
        - Number of students enrolled
        - Number of students enrolled in at least 9 credits
        - Number of students with an outstanding developmental course need, and of these, number enrolled in developmental education

- Number of students who earned a credential
- Among enrolled students:
  - GPA,
  - credits attempted, and
  - credits earned

- Reports may also include demographic characteristics of interest (e.g., by coach/advisor, student cohort, race/ethnicity, Pell status, etc.).

*D. <u>Program Sustainability:</u>*

MHEC will…

1. Conduct outreach to key higher education stakeholders in the state to help build a constituency for SUCCESS that can also help support efforts for financial sustainability.
2. Work with the College and MDRC to identify financial resources to use to support SUCCESS programs.
3. Work with the College and MDRC to institutionalize support for SUCCESS programs.
4. Build momentum for expanding SUCCESS programs to other Maryland colleges by sharing information about SUCCESS with other colleges and key stakeholders and documenting feedback to inform future planning. MDRC will establish a SUCCESS network. MHEC will actively participate in MDRC's SUCCESS network to share lessons with and learn from other colleges and stakeholders in higher education.

The College will:

1. Consider potential opportunities to sustain the SUCCESS program beyond the terms of this agreement.
2. Work with MHEC to identify financial resources to use to support SUCCESS programs.
3. Work with MHEC to institutionalize support for SUCCESS programs.
4. Actively participate in MDRC's SUCCESS network to share lessons with and learn from other colleges and stakeholders in higher education.

*E. <u>Engagement in Learning Agenda:</u>*

MHEC will…

1. Collect informal and more structured feedback (surveys, interviews) from the College with the goal of generating lessons about:
   a. What works and doesn't work for states, districts, and large, multi-campus colleges supporting campuses to implement SUCCESS.
   b. Strategies to achieve penetration to large proportions of the eligible student population.
   c. How MHEC can most effectively work with and support states to scale SUCCESS.

2. As needed, work with the College to recruit participants (either state-level staff, college-level staff, or students) to complete surveys, participate in interviews, and/or participate in focus groups.
3. Collaborate with the College and MDRC to determine which program modifications (e.g., enrolling part-time students in SUCCESS) may be appropriate for participating colleges, and if modifications are implemented, work with the College and MDRC to reflect on the effectiveness of the modifications.

The College will…

1. Provide MHEC informal and more structured feedback (surveys, interviews) with the goal of generating lessons about:
    a. What works and doesn't work for campuses to implement SUCCESS.
    b. Strategies to achieve penetration to large proportions of the eligible student population.
    c. How MHEC can most effectively work with and support other colleges in Maryland to scale SUCCESS.
2. Recruit participants (either state-level staff, college-level staff, or students) to complete surveys, participate interviews, and/or participate in focus groups.
3. Consult with MHEC and MDRC to determine which program modifications (e.g., enrolling part-time students in SUCCESS) may be appropriate, and if modifications are implemented, work with MHEC and MDRC to reflect on the effectiveness of the modifications.

**Exhibit B – Payment**

1. **Milestone and Deliverable Payment Schedule**

| Payment | Expected Completion Date | Associated Financial + Narrative Report Due | Milestones | Deliverables | Payment Amount |
|---|---|---|---|---|---|
| 1 | 7/30/2024 | n/a | Collaborate with MHEC to host and plan a site visit to the college in spring 2024.<br><br>Execute agreement between MHEC and the College<br><br>Provide evidence of Site-specific plans for implementing SUCCESS; plan must include:<br>--Staffing plan,<br>--Student recruitment plan and program eligibility requirements,<br>--Evidence of Management Information System (MIS) for monitoring students' data, and<br>--Plan for securing and distributing incentives. | Site visit conducted<br><br>Fully executed agreement | $20,000 |
| 2 | 8/1/2024 | 8/15/2024 | Hire or reassign staff needed to implement Project<br>Partner with MHEC to facilitate trainings with program staff, so that they are prepared to launch SUCCESS in fall 2024 | Report on staffing | $25,000 |

| | | | | | |
|---|---|---|---|---|---|
| 3 | Sept 15, 2024 | Sept 30, 2024 | Implement SUCCESS with at least 150 students in fall 2024, or, if target is not met, provide a reasonable explanation for not meeting target and be in active conversations with MHEC about how to meet target in future terms | Report on fall implementation | $30,000 |
| 4 | Dec 15, 2024 | January 15, 2025 | Submit monthly program participation reports to MHEC throughout fall 2024 (template will be provided)<br><br>Partner with MHEC to facilitate ongoing coaching sessions and/or trainings with program staff, and use MIS data to inform trainings<br><br>Engage internal stakeholders who will contribute to efforts to secure long-term funding for SUCCESS, including Chief Financial Officer (or comparable staff person) | Monthly program participation reports (due monthly on the 10th)<br><br>Midterm report that demonstrates participation in coaching sessions, trainings, and engagement with internal stakeholder (due Jan 15, 2025) | $10,000 |
| 5 | Feb 1, 2025 | Feb 15, 2025 | Submit semester academic outcomes reports for fall 2024 and spring 2025 to MHEC (template will be provided).<br><br>Implement SUCCESS with at least 150 new students in spring 2025, or, if target is not met, provide a reasonable explanation for not meeting target and be in active conversations with MHEC about how to meet target in future terms<br><br>Provide written sustainability strategic plan for securing funds to sustain and scale SUCCESS beyond 2025; plan should include steps and interim goals college will take through June 2025 to secure long-term funds for | Semester academic outcomes report for fall 2024 (template will be provided)<br><br>Report on spring implementation<br><br>Sustainability Plan | $30,000 |

| | | | | | |
|---|---|---|---|---|---|
| | | | SUCCESS, key personnel and timeline (template will be provided) | | |
| 5 | May 30, 2025 | June 15, 2025 | Submit roster of students enrolled in the program during academic year 2024-2025 to MHEC (template will be provided).<br><br>Submit monthly program participation reports to MHEC throughout spring 2024 (template will be provided).<br><br>Submit semester academic outcomes reports for spring 2025 to MHEC (template will be provided).<br><br>Facilitate SUCCESS meeting with college leadership and MHEC to discuss program implementation and sustainability | Roster (due March 30, 2025)<br><br>Monthly program participation reports (due monthly on the 10th)<br><br>Semester academic outcomes report for spring 2025 (template will be provided)<br><br>Submit semester academic outcomes reports for spring 2025 to (template will be provided) | $10,000 |

**2. Payment Terms**

**Invoicing.** To receive payment, the College shall email the associated financial and narrative report and an invoice as an attached PDF file format in accordance with the schedule in (I) above to MHEC Statewide Coordinator.

**Travel.** Travel must be approved in advance and necessary for the performance of this Agreement. Travel costs must be supported by receipts and similar supporting documentation maintained in Subcontractor's files and records, which are subject to inspection by MHEC. All travel costs and accommodations must be compliant with the standards outlined in Federal Travel Regulations, which are contained in 41 CFR Chapters 300 through 304 and comply with Maryland law.

**Other Direct Cost.** Other direct costs are allowable. Costs must be supported by receipts and similar supporting documentation maintained in Subcontractor's files and records, which are subject to inspection by MHEC.

**Proper Invoice.** A Proper Invoice shall contain the following:

- The College name and address;
- Project name;
- Invoice number and date;
- Deliverable description, number, and milestone payment amount (as detailed in Exhibit B);
- amount to date of payments;
- name, address and telephone number of official to whom payment is to be sent;
- signature of responsible official, along with date, printed name, title and email address, and certification by the following statement:
    - "[The College] certifies that it is properly entitled to payment and that all payments requested are for appropriate purposes and in strict accordance with the terms and conditions set forth in the Agreement."; and
- any other information or documentation required under this Agreement or requested by MHEC.

**Conditions for Payment.** Conditions for each payment are the continued satisfactory and acceptable performance of the Scope of Work by the College, as determined by MHEC in consultation with the College; most recent financial report, completion and acceptance of Milestones and Deliverables, as reasonably determined by MHEC; and submission of a Proper Invoice. If all the aforementioned conditions are satisfied, MHEC will make payment within thirty days (30) days of all conditions met. Should errors, omissions, or other issues surface following the review of the College's invoice and other documentation, MHEC will notify the College immediately in an effort to resolve the issues so that College can be paid within the period described in the Agreement. However, it should be noted that MHEC may defer payment for any item questioned in the invoice until such time as the specific issues are resolved and/or have been satisfactorily explained and approved.

**Financial and Narrative Reporting.** To verify proper expenditure of funds and to verify work towards completion of milestones and their associated deliverable(s), twill submit financial reports ("Financial Reports") and narrative reports ("Narrative Reports") to MHEC Statewide Coordinator.

**Financial Report requirements.** Financial Reports shall include a financial accounting of expenditures according for the reporting period and cumulatively; and must detail the reporting period covered, expenditures detailed by cost element, and remaining funds detailed by cost element and in accordance with the College's line-item Budget. Line items with variances of $20,000 or greater must be explained in financial reports. Financial reports must also include the signature and title of an individual authorized to obligate the College and the following statement: "I certify that the expenditures identified in this Financial Report have been performed in accordance with the Agreement and those personnel, labor hours, and/or other costs are true and correct."

## Exhibit C – Budget Narrative

## Summary

| MARYLAND EXPANDING SUCCESS GRANT PROGRAM<br>BUDGET SUMMARY | | | | |
|---|---|---|---|---|
| **Institution:Baltimore City Community College** | | | | |
| | **SOURCE OF FUNDS** | | | |
| | **COLUMN 1** | **COLUMN 2** | **COLUMN 3** | **COLUMN 4** |
| | **Grant Funds Requested** | **Institution Contributions** | **Other Contributions** | **Totals** |
| **A. Salaries & Wages** | | | | |
| **B. Fringe Benefits** | | $ 115,015.80 | | **$ 115,015.80** |
| **C. Travel** | | | | |
| **D. Equipment** | | | | |
| **E. Materials and Supplies** | $ 8,000.00 | | | **$ 8,000.00** |
| **F. Consultant and Contractual Services** | | | | **$ -** |
| **G. Other (specify)** | | | | |
| **Student Incentives** | $ 115,000.00 | | | **$ 115,000.00** |
| | | | | |
| **H. Total Direct Costs (A through G)** | $ 123,000.00 | $ 115,015.80 | | **$ 238,015.80** |
| **I. Indirect Costs (max 8% of H)** | $ 2,000.00 | | | **$ 2,000.00** |
| **J. Total (H and I)** | **$ 125,000.00** | **$ 115,015.80** | | **$ 240,015.80** |

## Narrative

BCCC plans to use most of the funding on student financial incentives for seven months over the Fall and Spring semesters. Funds will be reserved expecting that at least one-third of students may attend the summer term (2 months). The remaining budget will be used for supplies to support marketing and programming.

## SALARIES & WAGES

The College will not hire additional staff for the program. Existing staff atthe rate of effort of 20%for staff and the administrative assistant at the rate of effort of 10% will be used to support the program totaling $629,174.00 in institution contributions for salaries and wages.

## FRINGE BENEFITS

The fringe benefits were calculated with the sum of all seven advisors and previous salary of the former Director of Advising (vacant) with a percentage of effort of 20%. In addition, the salary of the administrative assistant was included with a percentage of effort of 10%.

## TRAVEL - NA

## EQUIPMENT- NA

## SUPPLIES

The College will use this budget for the costs of marking/recruitment, orientation, programming, and general supplies.

**CONSULTANT AND CONTRACTUAL SERVICES - NA**

**OTHER (SPECIFY) - NA**

**Tentative Mayor's Scholars Program Summer Bridge Schedule**

**Week 1 – Orientation**

| Day | Time | Topic | Topic | Topic | Topic |
|---|---|---|---|---|---|
| **Monday** | 9:00am to 9:55am | Welcome & Introduction to MSP Staff **(PEC)** | Welcome & Introduction to MSP Staff **(PEC)** | Welcome & Introduction to MSP Staff **(PEC)** | Welcome & Introduction to MSP Staff **(PEC)** |
| | 10:00am to 10:55am | *Navigating Canvas (Brian Terrell)* **(RED GROUP)** **Fine Arts Building – Mini Conference Room** | *Library* **(BLACK GROUP)** **MNB 304** | *Navigating E-Tutoring (Aquilla Evans)* **(GREEN GROUP)** **MNB 306** | *Navigating Canvas (Brian Terrell)* **(PURPLE GROUP)** **MNB 310** |
| | 11:00am to 11:55am | *Financial Aid* **(RED GROUP)** **Fine Arts Building – Mini Conference Room** | *Financial Aid* **(BLACK GROUP)** **Fine Arts Building – Mini Conference Room** | *Navigating Canvas (Brian Terrell)* **(GREEN GROUP)** **MNB Room 304** | *Highlight Career Pathways* **(PURPLE GROUP)** **MNB 306** |
| | 12:00pm to 12:55pm | **LUNCH** | **LUNCH** | **LUNCH** | **LUNCH** |
| | 1:00pm to 1:55pm | *Navigating E-Tutoring (Aquilla Evans)* **(RED GROUP)** **Fine Arts Building – Mini Conference Room** | *Navigating Canvas* (Brian Terrell) **(BLACK GROUP)** **MNB 306** | *Library* **(GREEN GROUP)** **MNB 304** | *Financial Aid* **(PURPLE GROUP)** **MNB 310** |
| | 2:00pm to 2:55pm | *Library* **(RED GROUP)** **Fine Arts Building – Mini Conference Room** | *Health and Wellness* **(BLACK GROUP)** Cortney Merritt & Brian Taltoan **MNB 306** | Financial Aid **Fine Arts Building – Mini Conference Room** | *Navigating E-Tutoring (Aquilla Evans)* **(PURPLE GROUP)** **MNB 304** |
| | 3:00pm to 3:55pm | *STEM Presentation* **Fine Arts Building – Mini Conference Room** | *Student Life & Engagement Activity – Team Building activity* **(BLACK GROUP)** **PEC** | *Health and Wellness* Cortney Merritt & Brian Taltoan **(GREEN GROUP)** **PEC 117** | *Scavenger Hunt* |

| | | | | | |
|---|---|---|---|---|---|
| | | | | **PEC 122** | |
| | 4:00pm to 4:30pm | Wrap Up Session/Debrief **(PEC)** | Wrap Up Session/Debrief **(PEC)** | Wrap Up Session/Debrief **(PEC)** | Wrap Up Session/Debrief **(PEC)** |
| **Tuesday** | 9:00am to 9:25am | *Academic Expectations* **(RED GROUP)** **Fine Arts Building – Mini Conference Room** | *Testing* **(BLACK GROUP)** **MNB Room 304** | *STEM Presentation* **(GREEN GROUP)** **PEC 117** | *Academic Expectations* **(PURPLE GROUP)** **PEC 122** |
| | 9:30am to 9:55 am | *Support Services – TRiO Student Support Services* **(RED GROUP)** **MNB Room 304** | *Academic Expectations* **(BLACK GROUP)** **Fine Arts Building – Mini Conference Room** | *Support Services – TRiO Student Support Services* **(GREEN GROUP)** **PEC 117** | *Library* **(PURPLE GROUP)** **MNB Room 306** |
| | 10:00am to 10:25am | *Student Life & Engagement Activity – Team Building activity (just a suggestion)* **(RED GROUP)** **(PEC)** | *Library* **(BLACK GROUP)** **MNB Room 304** | *Academic Expectations* **(GREEN GROUP)** **Fine Arts Building – Mini Conference Room** | *Testing* **(PURPLE GROUP)** **MNB Room 306** |
| | 10:30am to 10:55am | *Testing* **(RED GROUP)** **Fine Arts Building – Mini Conference Room** | *Support Services – TRiO Student Support Services* **(BLACK GROUP)** **PEC 117** | *Financial Aid* **(GREEN GROUP)** **PEC 124** | *Support Services – TRiO Student Support Services* **(PURPLE GROUP)** **PEC 122** |
| | 11:00am to 11:25am | *Health and Wellness* **(RED GROUP)** **PEC 117** | *Advising* **(BLACK GROUP)** **Fine Arts Building – Mini Conference Room** | *Testing* **(GREEN GROUP)** **MNB 306** | *Advising* **(PURPLE GROUP)** **PEC 124** |

| | | | | | |
|---|---|---|---|---|---|
| | 11:30am to 11:55am | *Scavenger Hunt* | *Career Services*<br>**(BLACK GROUP)**<br>**MNB 306** | *Library*<br>**(GREEN GROUP)**<br><br>**PEC 124** | *Academic Expectations*<br>**(PURPLE GROUP)**<br><br>**PEC 117** |
| | 12:00pm to 12:55pm | **LUNCH** | **LUNCH** | **LUNCH** | **LUNCH** |
| | 1:00pm to 1:55pm | *Highlight Career Pathways (Health, Biosciences)*<br>**(RED GROUP)**<br><br>**PEC 122** | *Highlight Career Pathways (Health, Biosciences, Human Services, Business Management*)<br>**(BLACK GROUP)**<br><br>**PEC 117** | Athletics<br>**(GREEN GROUP)**<br><br>**PEC 124** | *Highlight Career Pathways (General Studies, Performing Arts)*<br><br>**(PURPLE GROUP)** |
| | 2:00pm to 2:55pm | *Career Services*<br>**(RED GROUP)**<br><br>**PEC 117** | *Scavenger Hunt* | Support Services – Disability Support Services<br>**(GREEN GROUP)**<br><br>**Fine Arts Building – Mini Conference Room** | *Student Life & Engagement Activity – Team Building activity*<br><br>**PEC** |
| | 3:00pm to 3:30pm | Wrap Up Session/Debrief<br>**(PEC)** | Wrap Up Session/Debrief<br>**(PEC)** | Wrap Up Session/Debrief<br>**(PEC)** | Wrap Up Session/Debrief<br>**(PEC)** |
| **Wednesday** | 9:00am to 9:55am | Highlight Career Pathways<br>**(RED GROUP)**<br><br>(Health, Biosciences, Human Services, Business Management, **Hospitality & Tourism & General Studies, Performing** | *Support Services – Disability Support Services*<br>**(BLACK GROUP)**<br><br>**Fine Arts Building – Mini Conference Room** | Support Services – Mental Health Resources<br>**(GREEN GROUP)**<br><br>**PEC 117** | Title IX/Student Conduct<br>**(PURPLE GROUP)**<br><br>**PEC 122** |

| | | | | | |
|---|---|---|---|---|---|
| | | **Arts**)<br>**MNB Room 306** | | | |
| | 10:00am to 10:25am | Support Services – Disability Support Services<br>**(RED GROUP)**<br><br>**Fine Arts Building – Mini Conference Room** | Title IX/Student Conduct<br>**(BLACK GROUP)**<br><br>**PEC 117** | Highlight Career Pathways (, Human Services, Business Management)<br>**(GREEN GROUP)**<br><br>**Fine Arts Building – Mini Conference Room** | Athletics<br>**(PURPLE GROUP)**<br><br>**MNB Room 306** |
| | 10:30am to 10:55am | Support Services – Mental Health Resources<br>**(RED GROUP)**<br><br>**MNB Room 304** | Highlight Career Pathways (Health, Biosciences, Human Services, Business Management, Hospitality & Tourism & General Studies, Performing Arts)<br>**PEC 122**<br>**(BLACK GROUP)** | Student Life & Engagement Activity – Team Building activity<br><br>**(GREEN GROUP)**<br><br>**PEC** | Support Services – Mental Health Resources<br>**(PURPLE GROUP)**<br><br>**PEC 124** |
| | 11:00am to 11:25am | Title IX/Student Conduct<br>**(RED GROUP)**<br><br>**Fine Arts Building – Mini Conference Room** | Athletics<br><br>**(BLACK GROUP)**<br><br>**PEC 124** | Highlight Career Pathways (General Studies, Performing Arts)<br>**(GREEN GROUP)**<br><br>**PEC 122** | Support Services – Disability Support Services<br>**(PURPLE GROUP)**<br><br>**MNB 304** |
| | 11:30am to 11:55am | Athletics<br>**(RED GROUP)**<br><br>**PEC 124** | Support Services – Disability Support Services<br>**(BLACK GROUP)**<br><br>**MNB Room 304** | Title IX/Student Conduct<br>**(GREEN GROUP)**<br><br>**Fine Arts Building – Mini Conference Room** | Highlight Career Pathways (Human Services, Business Management, Hospitality)<br>**(PURPLE GROUP)**<br><br>**MNB 306** |

| | | | | | |
|---|---|---|---|---|---|
| | 12:00pm to 12:55pm | **LUNCH** | **LUNCH** | **LUNCH** | **LUNCH** |
| | 1:00pm to 1:55pm | Wrap Up Session/Debrief | Wrap Up Session/Debrief | Wrap Up Session/Debrief | Wrap Up Session/Debrief |

Baltimore City Community College
Dental Hygiene Program Orientation
Fine Arts Building, Mini Conference Center
Monday, August 12, 2024
8:30-1:00pm

Agenda

I. 8:45am ..... Welcome
Dr. Edna Street- Jones, Dental Hygiene Program Coordinator/Clinical Director

II. 8:50am ..... Greetings
Dr. Ghazanfar Mahmood, Interim Dean, School of Nursing and Health Professions

III. 9:15am ..... Introduction of Dental Hygiene Full-time Faculty and Staff
Dr. Edna Street Jones

IV. 9:30am ..... "Assessing Online Dental Databases in the Bard Library." Elizabeth Van Pate, Ed.D, Library Director

V. 10:00am ..... "Being a Successful Student." Ms. Aquila Evans, BCCC Retention Specialist

VI. 10:30am ..... Student Membership, ADHA
Prof. Heather Kohlhepp

VII. 10:40am ..... Break

VIII. 10:45am ..... "OSHA- Post Exposure Protocol in the DH Clinic."
Dr. Edna Street- Jones

IX. 11:15am ..... Big Sister and Little Sister/Brother Assignments,
Prof. Heather Kohlhepp

X. 11:30am ..... Q-Optics Presentation
Eileen Morrissey, RDH, MS Dental Educator and Nick Forster, Q-Optics

XI. 12:00pm ..... Lunch
Questions & Answer Session

**Bridges to Baccalaureate Program**
**2024 BCCC Summer Lab Schedule**

**Contact Information:**
Dr. Anil Malaki, PI - BCCC
Associate Dean, Natural & Physical Sciences
amalaki@bccc.edu
410-462-7652

**Location**: 2901 Liberty Heights Ave, Baltimore, MD 21215
Life Science Building, Room 311

Parking is free on campus - please park below or near the Life Science building and take the elevator to the 3rd floor to the conference room.

**Time:** 9.00 AM to NOON EST *(please show up 10 minutes prior to start time)*

**Dates:**
Friday, June 14, 2024: Focus Area: Orientation of BCCC, Contact Lists for Faculty/Staff; Acquaint scholars with Canvas login and student portal access. Dr Brown, Online dept.(Brian/Jamie)
Friday, June 21, 2024: Focus Area: Best practices as a scholar at BCCC/Resources at BCCC - Dr Brown, Tutor services (Aquila Evans)
Friday, June 28, 2024: Focus Area: Use of library resources and online database – Dir. Library Dr. Van Pate
Friday, July 12, 2024: Focus Area: Meet one-on-one with faculty mentors/Goal-Setting Dr McEachern, invited faculty members.

Scholars should show up at the Life Science Building Room 302 - Dr. Malaki will be there along with Mr. Mark Morris at 9 am.

BCCC
Baltimore City Community College

Exhibit 3.14



# PLANT BASED LIVING

Our club wants YOU to be a part of our healthy living initiative to embetter the world!

## MISSION STATEMENT

Plant Based Living (PBL)'s mission is to help people understand the climate benefits of participating in a more plant-based way of eating, impact of animal welfare, familiarize / destigmatize the plant-based dietary world, and to help integrate healthier and delectable ways of eating by introducing substitutes for animal-based ingredients, easy everyday recipes, and more.

## OBJECTIVES

- Promote Plant-Based Awareness: Raise awareness about the benefits of plant-based diets for health, the environment, and animal welfare among members and the community.
- Culinary Exploration and education: Encourage members to explore diverse plant-based cuisine through nutrition classes and educational events.
- Environmental Advocacy: Advocate for sustainability by emphasizing the environmental impact of plant-based choices and promoting local businesses with plant-based options.
- Community Engagement: Engage with the community by sharing awareness related to plant-based nutrition and food security.

## PROPOSED ACTIVITIES

- Sanctuary Farm Volunteering (Transportation Provided!)
- Vegan Food Sampling Events
- Factory Farm Awareness
- Vegan Potlucks
- Farmer's Markets Visits
- End of the Semester Restaurant Try-Outs

## BENEFITS

- Learn healthier ways of eating
- Meet new people who are also interested in plant based eating!
- Learn more about the environmental and holistic impact that plant based living has.

## COMMITMENTS

- Bi-Weekly Meetings
- Volunteering Event Participation

Rosie's

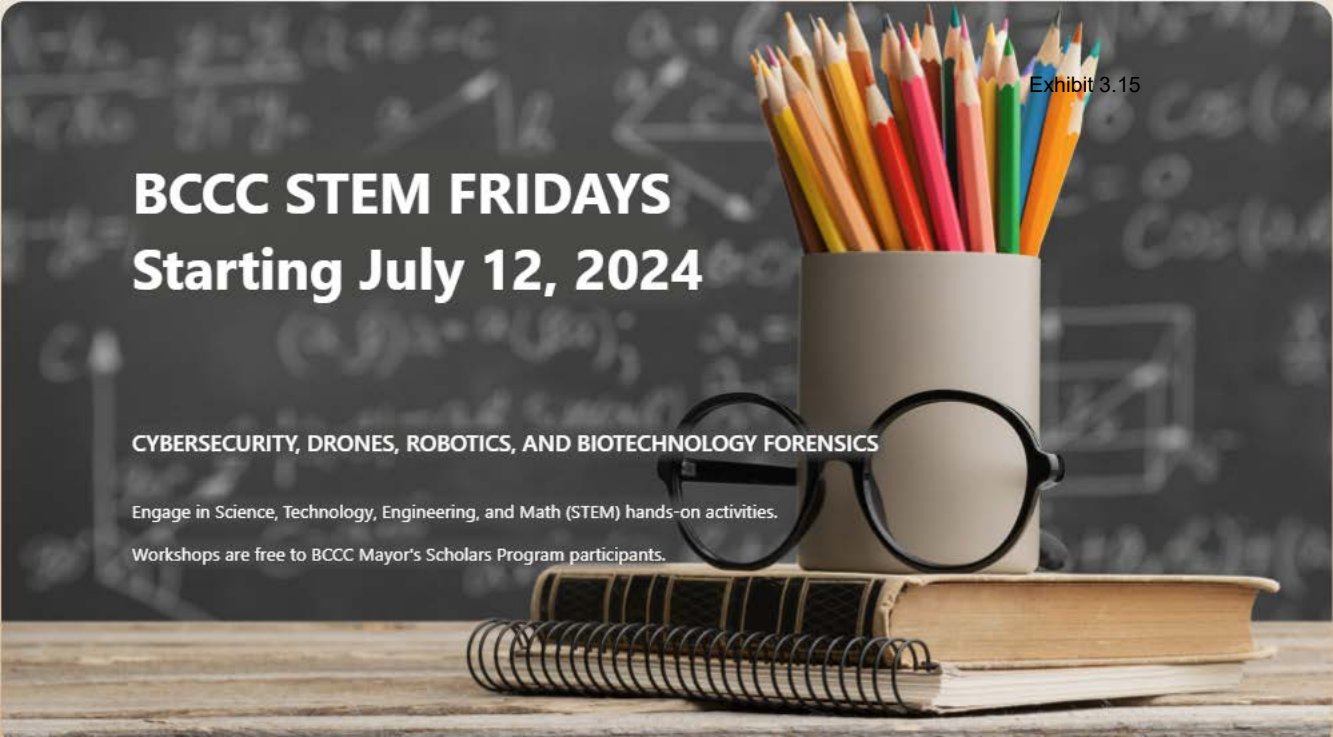
PARTNERING WITH...

## CONTACT

*Von An - President*
email: san@student.bccc.edu
phone: 716-468-0907

*Aquila Evans - Advisor*
email: aqevans@bccc.edu
phone: 410-462-7601

Exhibit 3.15


BCCC STEM FRIDAYS
Starting July 12, 2024
CYBERSECURITY, DRONES, ROBOTICS, AND BIOTECHNOLOGY FORENSICS
Engage in Science, Technology, Engineering, and Math (STEM) hands-on activities.
Workshops are free to BCCC Mayor's Scholars Program participants.

# BCCC STEM FRIDAYS
# Starting July 12, 2024

CYBERSECURITY, DRONES, ROBOTICS, AND BIOTECHNOLOGY FORENSICS

Engage in Science, Technology, Engineering, and Math (STEM) hands-on activities.

Workshops are free to BCCC Mayor's Scholars Program participants.

* Required

1. This Academic and Career Pathways session is **REQUIRED**.
   (You must select this session in order to participate in one of the following three enrichment activities.) *

   ◯ **Academic and Career Pathways - July 12, 2024** Meet with academic department representatives to learn about STEM programs and careers in the field.

2. Which STEM enrichment activities would you like to participate in? *

   Please select 2 options.

   ☐ **Cybersecurity - July 19, 2024 (LSB 307)** Learn about hands-on tools to defend against malware and cyber-attacks committed by hackers or other attacks by cyber criminals.

   ☐ **Drone Building - July 26, 2024 (Physical Education Center)** Learn about emerging drone technologies, robotics, drone building, and their applications in the real-world.

   ☐ **Biotechnology - August 2, 2024 (LSB 356)** From Strawberries to CSI: A Biotech workshop unlocking DNA secrets with gel electrophoresis forensics.

3. First Name *

4. Last Name *

5. BCCC Student ID#

6. BCCC Email Address *

7. Anticipated Program of Study (your major)

8. Gender

- ◯ Woman
- ◯ Man
- ◯ Non-binary
- ◯ Prefer not to say

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Microsoft Forms

# Academic Exploration and Expectations

Welcome to
Baltimore City Community College
August 7, 2024

* Required

1. First Name *

2. Last Name *

3. State *

4. Cell Phone Number *

5. Email Address *

6. Current Grade Level *

- ◯ 9th Grade
- ◯ 10th Grade
- ◯ 11th Grade
- ◯ 12th Grade

7. What high school do you attend? *

- ◯ Digital Harbor
- ◯ Forest Park
- ◯ Reginald F. Lewis
- ◯ Vivien T. Thomas

8. Please select two topics of interest. *

Please select 2 options.

- ☐ Art: Visual Demonstration of Interactive Art
- ☐ Fashion Design: Apparel Technology and Tailoring Techniques
- ☐ Biotechnology: Biological Processes and Biotechnology Career Pathways
- ☐ Emergency Medical Services: How to Stop the Bleed
- ☐ Learning Styles: What Students Need to Know

9. Are you interested in taking college courses while in high school? *

- ◯ Yes
- ◯ No
- ◯ Maybe

10. Are you interested in going to college for FREE? *

- ◯ Yes
- ◯ No
- ◯ Maybe

11. Are you interested in going into the workforce immediately after high school? *

- ◯ Yes
- ◯ No
- ◯ Maybe

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Microsoft Forms

# BCCC Biotechnology Program

Poster Awards 2024

Exhibit 3.17

Baltimore City Community Collage

# BIOTECH

Science Lifestyle



# J Howard Brown Award

## Myanna Brooks: Undergraduate 2nd runner up



***The J. Howard Brown Awards are presented to outstanding graduate and undergraduate students who are making contributions worthy of recognition in the field of microbiology.***

*The award was established in 1954 in memory of J. Howard Brown of the Johns Hopkins University School of Medicine  He became President of the Society of American Bacteriologists, the predecessor of the national ASM organization, in 1931.*

*In 1934 he became President of the Maryland Society of Bacteriologists, which was an independent organization until it became an ASM branch in 1936.*

https://www.asmmdbranch.com/awards-and-nominations

# Delaware State University Summer Internship



## Dr Jung-Lim Lee:

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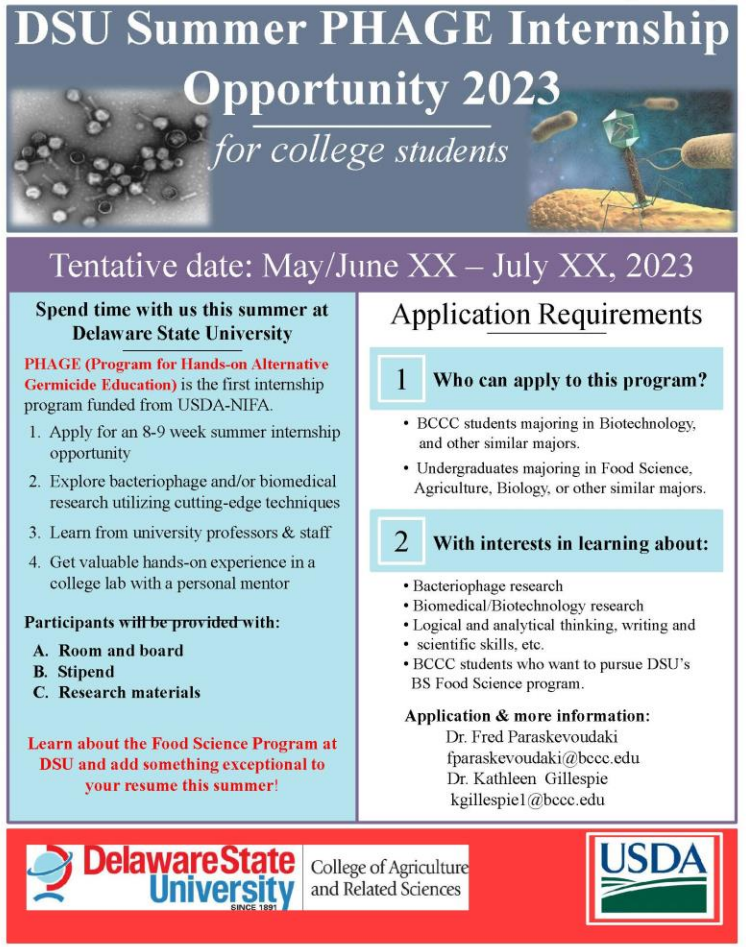
## RESEARCH EXPERTISE

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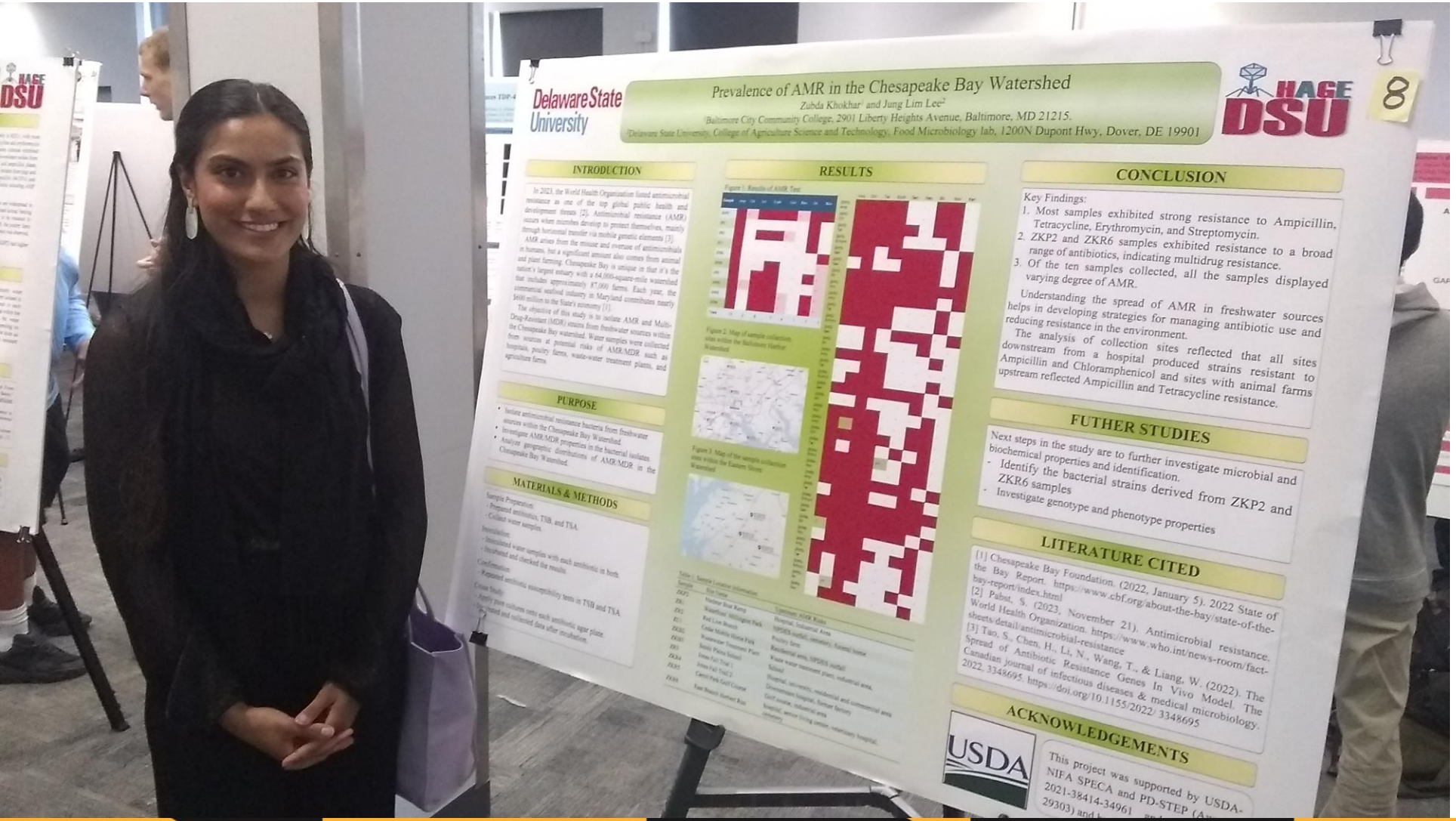
## Zubda Khokhar:

AAS degree Biotechnology 2025

Appendix 3, Flyer



# DSU Summer Research Symposium




**1st Place WINNER**

Food and Agriculture section

**" Prevalence of AMR (Antimicrobial Resistance) in the Chesapeake Bay Watershed"**

# Task Four Evidence

| Exhibits | Report Page Number |
|---|---|
| 4.1 Master Affiliation Agreement St. Agnes MOU | 28 |
| 4.2 Educational Affiliation Agreement Medstar Health MOU | 28 |
| 4.3 Coppin State Articulation – HIT | 28 |
| 4.4 Non-Clinical Education Affiliation Agreement Sheppard Pratt MOU | 28 |
| 4.5 Academic Program Articulation Agreement Coppin Agreement, Teacher Education (Early childhood, Elementary, and Special Education, Human Development) | 28 |
| 4.6 UMGC Articulations document (Cadet agreement is the sixth page of the document) | 29 |
| 4.7 BSU Agreement | 29 |
| 4.8 UMGC Articulations document | 29 |
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# MASTER AFFILIATION AGREEMENT

**THIS MASTER AFFILIATION AGREEMENT** ("Agreement") is made **effective June 6th, 2023**, by and between **ST. AGNES HEALTHCARE, INC.**, on behalf of itself and its affiliates, a Maryland not-for-profit corporation (hereinafter referred to as "ASCENSION"), and **Baltimore City Community College** (hereinafter referred to as the "SCHOOL").

**WITNESSETH:**

**WHEREAS**, SCHOOL wishes to establish a clinical site for the education of its Students, and ASCENSION, as part of its mission, encourages and supports training/education programs; and

**WHEREAS**, SCHOOL administers education curricula for various health occupations ("Programs"), and seeks to provide, as part of the curricula, supervised experiences at an ASCENSION affiliated location for Students enrolled in the Programs ("Student(s)"); and

**WHEREAS**, ASCENSION and SCHOOL have determined that each may best accomplish its objectives by mutual assistance and seek to describe their Affiliation in this Agreement.

**THEREFORE**, in consideration of the mutual promises set forth herein, ASCENSION and SCHOOL agree as follows:

## I. Rights and Responsibilities of SCHOOL

In addition to its rights and responsibilities described elsewhere in this Agreement, SCHOOL shall have the following rights and responsibilities:

A. **Assigning Students to Facility.** SCHOOL agrees to recommend for placement at one or more of the ASCENSION campuses, or its related clinics (hereinafter referred to as "the Facility(ies)"), only those Students who are qualified pursuant to the requirements established by the SCHOOL, appropriate regulatory agencies, and the Facility, and who have completed a Student Responsibilities Acknowledgement, attached hereto in Attachment A. SCHOOL shall provide a roster of the names of the Students ("Roster"), along with a rotation schedule to the Facility Coordinator (as defined below) prior to the education program. At that time, SCHOOL may also request any educational experiences desired for the Students as part of the educational program. Upon receipt of the Roster, or at any time after an educational experience begins, the Facility may refuse to allow any Student or Faculty (as defined below) to participate in the educational experience if the individual has an unfavorable record from previous employment, another clinical or educational experience, or any other reasonable justification made in good faith. All such decisions shall be made within the discretion of Facility and/or ASCENSION.

B. **Faculty.** SCHOOL shall designate and communicate to the Facility the name of faculty members who shall be primarily responsible for coordinating the education program conducted at Facility(ies) and monitoring Student progress ("Faculty"). Faculty who will be monitoring Students on site at any Facility are required to meet the same requirements as Students as provided in this Agreement, including health work, orientation, a background check, signing a confidentiality agreement and completing an authorization form.

C. **Program Memoranda.** SCHOOL will provide the Facility with a description of syllabus requirements or other clinical objective expectations in the form of a Program Memorandum, for each program/discipline association, and such Program Memoranda may be updated or modified from time to time. SCHOOL and Facility will collaborate reasonably toward fulfillment of Program Memorandum expectations, but such expectations shall not constitute the legally binding obligation of Facility. In the event of conflicting provisions in any Program Memorandum and this Agreement, the provisions of this Agreement will control.

D. **OSHA.** SCHOOL will provide health care worker safety education including Occupational Safety and Health Administration's (hereinafter "OSHA('s)"), Tuberculosis Standard Training and Hazard Communication Standard Training, and Bloodborne Pathogen Training to Students and Faculty who may be exposed to blood and body fluids, as applicable, to the extent that such education is part of SCHOOL's accredited curriculum. Facility will provide applicable site-specific OSHA training for Students participating in on-site clinical rotations. SCHOOL will ensure that Students cooperate and participate with Facility in OSHA training for on-site clinical rotation placement.

E. **Health Work.** SCHOOL shall ensure that all Students and Faculty have completed appropriate health work including appropriate diagnostic testing, immunizations and vaccines as required by ASCENSION and/or Facility policies and practices for Student and Faculty health work. Further, prior to being granted access to the Facility, evidence of vaccination or immunity for each Student and Faculty member shall be provided as required by Facility policies and practices, All Students in this country on a student visa must have the same documentation for health standards as any other Student. SCHOOL understands and agrees that a student visa is not sufficient to validate health standards.

F. **Background Check Law.** Prior to placement at Facility, SCHOOL shall require that Students shall have a background check performed in accordance with the policies and procedures of ASCENSION and/or Facility. Results of the background check will be given to SCHOOL by Student at least four (4) weeks in advance of the start of the Student's educational experience or as otherwise directed by Facility. SCHOOL will not share the contents or results of the background check with Facility or its employees unless there is an adverse finding on the Student's background check. In the event SCHOOL discovers any adverse result(s) on a Student' background check, SCHOOL shall disclose such findings to Facility within three (3) business days of SCHOOL having received the results of the background check. Further, should Facility request copies of any Student's background check, SCHOOL shall, within three (3) business days of said request, furnish the applicable background check to Facility.

ASCENSION or its designee will notify the SCHOOL whether a Student has been rejected or accepted for participation in the learning experience at the Facility. ASCENSION reserves the right to refuse placement of any individual ASCENSION believes could put its patients, employees and/or visitors at risk.

SCHOOL hereby agrees to notify ASCENSION as soon as possible when the SCHOOL becomes aware that an individual, who is currently on site at the Facility, has been charged with or convicted of any crime or has been investigated by any governmental agency.

SCHOOL shall ensure that background checks are completed for all Faculty who will be monitoring Students on site at any Facility. Should the background check disclose adverse information as to any Faculty member, SCHOOL will not assign that Faculty member to Facility. Documentation of the background check and current license, as applicable, will be provided to Facility upon request.

SCHOOL agrees to be responsible for any issues which may arise as a result of the Facility's reliance on SCHOOL's actions related to the completion of the background check and subsequent placement of individuals at ASCENSION's locations.

G. **Policies and Procedures.** SCHOOL agrees that all its Students and on-site Faculty shall abide by all applicable bylaws, directives, orders, rules, regulations, policies and procedures of the Facility and its medical staff, including all standards established by The Joint Commission or any other accrediting organization and those related to privacy and confidentiality, including those of patient health care information, and use and possession of alcohol, drugs, and weapons at the worksite.

ASCENSION has a Corporate Responsibility Program ("CRP") which has as its goal to ensure that its customers comply with federal, state and local laws and regulations. The CRP focuses on risk management, the promotion of good corporate citizenship, including the commitment to uphold a high standard of ethical and legal business practices, and the prevention of misconduct. SCHOOL acknowledges ASCENSION's commitment to the CRP and agrees to conduct itself, and ensure the Students and on-site Faculty conduct themselves, in accordance with the underlying philosophy of the CRP.

SCHOOL further acknowledges that the operations of ASCENSION and its affiliates are in accordance with the Ethical and Religious Directives for Catholic Health Care Services, as promulgated from time to time by the United States Conference of Catholic Bishops, Washington, D.C., of the Roman Catholic Church or its successor ("Directives") and that the principles and beliefs of the Roman Catholic Church are a matter of conscience to ASCENSION and its affiliates. The Directives are located at http://www.usccb.org/about/doctrine/ethical-and-religious-directives/upload/ethical-religious-directives-catholic-health-service-sixth-edition-2016-06.pdf It is the intent and agreement of the parties that this Agreement shall not be construed to require ASCENSION, or its affiliates, to violate said Directives in its operation and all parts of this Agreement must be interpreted in a manner that is consistent with said Directives.

Before beginning the educational experience, SCHOOL shall require that Students and on-site Faculty have current Basic Life Support or Advanced Cardiac Life Support training, as applicable. Documentation of the training will be provided to Facility upon request.

Facility may refuse access to a Student or Faculty who fails to comply or fails to meet Facility's standards for safety, health or appropriate conduct. Students and Faculty shall not be deemed to be employees of ASCENSION for purposes of compensation, fringe benefits, workers compensation or any other purpose.

H. **Patient Confidentiality.** SCHOOL further agrees that its Students and Faculty shall maintain patient confidentiality. If a Student or Faculty member participating pursuant to this Agreement and individual Program Memorandum violates patient privacy under state or federal laws and regulations, including but not limited to the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), as amended by the Health Information Technology for Economic and Clinical Health Act ("HITECH"), and its' implementing regulations, SCHOOL agrees that such Faculty or Student(s) will be removed from the Program contemplated by this Agreement and relevant Program Memorandum.

I. **Accreditation and Licensure.** SCHOOL shall maintain at all times during the term of this Agreement: (i) all necessary licensures and approvals from the state where Facility is located; and (ii) with respect to each Program, accreditation from the appropriate accrediting organization, unless such Program does not require specific accreditation. SCHOOL shall immediately notify Facility of any change in its accreditation or licensure status.

Copies of records identified in the above Sections shall be provided to the Facility immediately upon request (subject to law governing confidentiality of such records).

J. **Audits**. In the event ASCENSION requests SCHOOL to verify Student and/or Faculty requirements, SCHOOL will have 24 hours to produce the actual documentation (proof) of the requirement to ASCENSION. ASCENSION has the ongoing right, but not the obligation, to periodically audit SCHOOL for compliance with ASCENSION's published student/instructor requirements for Student placements under this Agreement. If during the audit SCHOOL is found to be noncompliant, the Student and/or Faculty will not be allowed to continue their placement with ASCENSION until all requirements have been met. If on a subsequent audit SCHOOL does not meet the ASCENSION's student affiliation requirements, SCHOOL agrees that ASCENSION has the right to discontinue affiliation with SCHOOL.

L. **Student Evaluations**. SCHOOL will be responsible for evaluation of each Student's participation in the educational experience. Facility will provide SCHOOL with information regarding each Student's performance upon reasonable request.

II. **Facility Rights and Responsibilities**

A. **Accreditation and Licensure.** Facility agrees that it has all the necessary qualifications, certifications and/or licenses to operate the Facilities pursuant to Federal and State laws and regulations.

B. **Facility Coordinator.** Facility shall designate a representative from Facility ("Facility Coordinator") to coordinate the relationship between Facility and SCHOOL. The Facility Coordinator will collaborate with the Faculty from SCHOOL to complete an assessment, as applicable and as provided by SCHOOL, of each Student's skills during the educational experience.

C. **Student and Faculty Access.** ASCENSION agrees to allow the SCHOOL's Students and Faculty access to clinical practice areas as reasonably required to support Students' clinical

development. The Faculty and Students shall also have the right to use the Facility's cafeteria, classroom and library facilities, and parking areas.

D. **Number of Placements.** The parties will mutually decide upon an appropriate number of Students in each Program to be assigned to the Facility. The Facility, however, shall have the sole discretion to determine its capacity to accept Students for clinical placement under this Agreement, whether such capacity is described in terms of number of Students on-site at any one time, the number of hours of clinical supervision that Facility can provide over a period of time, or other such description of capacity.

E. **Program Development.** Representatives of the SCHOOL and the Facility will be in contact as often as necessary to coordinate and improve the SCHOOL's training/education program. The Facility and its employees will cooperate with the SCHOOL's Faculty in planning educational experiences for Students.

F. **Termination of Access to Facility.** ASCENSION and/or Facility reserve the right to immediately terminate the access of a Student or Faculty member to Facility when the Facility and/or ASCENSION believe that the individual exhibits inappropriate behavior, is disruptive, does not comply with applicable Facility rules or policies, or poses a threat to the health, safety, or welfare of a patient, employee, or any other person.

G. **Emergency Medical Services.** Emergency care as is available to the general public will be available to the SCHOOL's Students or Faculty who require such services while they are practicing in the SCHOOL's Program at the Facility. The Student or Faculty member receiving such services shall be responsible to pay the usual and customary charges for such care.

H. **FERPA.** ASCENSION acknowledges that Student educational records are protected by the Family Education Rights and Privacy Act ("FERPA"), and that Student permission must be obtained before releasing Student data to any party except SCHOOL.

I. **SCHOOL Access to Facility.** The Facility shall reasonably permit SCHOOL and its accreditation agencies to visit, tour, and inspect the Facility related to the educational experiences on reasonable advance written notice during the Facility administration's regular business hours, subject to requirements of patient confidentiality and other legal compliance requirements of the Facility and minimizing disruption or interference with Facility operation, including patient care activities.

## III. Miscellaneous.

A. **Insurance.** In order to insure against potential liability arising out of the activities performed hereunder, or in any manner related to, this Agreement, SCHOOL and ASCENSION each agree to obtain and maintain, in full force and effect, liability insurance in the types and amounts set forth below. SCHOOL agrees to maintain professional liability insurance (with minimum limits of $1,000,000 per occurrence and $3,000,000 annual aggregate). ASCENSION agrees to maintain professional liability insurance or self-insurance with the aforementioned limits for its employees and agents.

B. **Indemnity.** To the extent permitted by law, including the Maryland Tort Claims Act, Md. Code Ann., State Gov't § 12-101 et seq., the School shall indemnify, hold harmless, and defend ASCENSION, the Facility and its officers, agents and employees, from all damages and liability, including attorney's fees, caused by the intentional, reckless or negligent acts, and/or omissions of SCHOOL or its Students, officers, agents, and employees, acting within the scope of their employment, and arising out of any violation of this Agreement.

C. **Non-discrimination.** Both parties agree not to discriminate against Students on the basis of race, national origin, sex, age, creed, handicap or veterans status. It is the policy of ASCENSION to provide service to all persons without regard to race, color, national origin, handicap or age in compliance with 45 CFR Parts 80, 84, and 91, respectively. The same requirements are applied to all, and there is no distinction in eligibility for, or in the manner of providing services.

D. **Non-Exclusive.** This Agreement is not exclusive, and both parties are free to participate in similar programs with other entities.

E. **Entire Agreement.** This Agreement supersedes all previous contracts regarding the SCHOOL's Students in all Programs and, with the Recitals set forth above, constitutes the entire agreement between the parties.

F. **Invalid Provision.** The invalidity or unenforceability of any particular provision of this Agreement shall not affect the other provisions hereof; and this Agreement shall be construed in all respects as if such invalid or unenforceable provision were omitted.

G. **Assignment.** This Agreement shall not be assigned without the written consent of the other party; such consent shall not be unreasonably withheld.

H. **Amendment.** This Agreement may be amended at any time with the signed, written approval of the parties. Such amendments or modifications will be typed separately and signed by the parties, and made a part of this Agreement.

I. **Independent Contracting Parties** Nothing contained in this Agreement will be deemed or construed by the parties or by any third person to create the relationship of principal and agent or of partnership and joint venture between the SCHOOL and ASCENSION and/or the Facility. Likewise, the Students and Faculty assigned to the Facility under this Agreement are not Facility or ASCENSION employees and are not entitled to any benefits of employees, including, but not limited to fringe benefits, unemployment compensation, minimum wage laws, social security or worker's compensation coverage.

M. **Governing Law and Compliance with Law.** This Agreement shall be governed by the laws of the state of Maryland. All parties under this Agreement agree to abide by all applicable federal, state and local laws and regulations, including, but not limited to, HIPAA, in their performance hereunder.

M. **Term and Termination.** The term of this Agreement shall commence effective the date first above written and continue thereafter until terminated by either party upon ninety (90) days

prior written notice, providing that Students in good standing and participating in clinical studies at the time of said notice of termination will be allowed to complete the curriculum. In the event any provision of this Agreement is breached, the non-breaching party may terminate this Agreement upon thirty (30) days written notice to the breaching party. If ASCENSION determines that its federal tax exemption or any tax-exempt bond covenant is (or is likely to be) adversely impacted by this Agreement, then ASCENSION may terminate this Agreement by providing at least ten (10) days notice to SCHOOL.

L. **Notices**. All notices under this Agreement shall be given in writing and shall be deemed to have been properly given if and when delivered, or sent by certified mail:

If to SCHOOL:

Baltimore City Community College
Attn: Dorothy Holley, Associate Dean SNHP
2901 Liberty Heights Ave; Baltimore, MD 21215

If to ASCENSION:

Ascension Saint Agnes
Director- Clinical Professional Development
900 Caton Avenue
Baltimore, MD 21229

M. **Counterparts and Electronic Signatures.** The parties may execute this Agreement electronically and in any number of duplicate originals, each of which constitutes an original, and all of which collectively constitute only one Agreement. The signatures of the parties need not appear on the same counterpart, and delivery of an executed counterpart signature page is as effective as executing and delivering this Agreement in the presence of the other party to this Agreement.

**IN WITNESS WHEREOF**, the parties hereto have executed this Agreement by their duly authorized representatives on the dates below written.

**ASCENSION**

By: Mary Austin

Print Name: Mary Austin, MA, BSN, RN

Title: Chief Nursing Officer

Date: 6/26/23

**SCHOOL**

By: Deborah L. McCurdy

Print Name: Dr. Debra L. McCurdy

Title: President, Baltimore City Community College

Date: Jun 23, 2023

ATTACHMENT A

**STUDENT RESPONSIBILITIES ACKNOWLEDGEMENT**

I, _____, a student at _____ ("School") in the _____ Program desire the opportunity to obtain clinical experience through participation in an education experience at _____ ("Facility").

1. I understand and agree to abide by: (i) all applicable Facility policies and procedures, including, without limitation, personnel policies and procedures of Facility, including the Ethical and Religious Directives for Catholic Health Care Services as found at http://www.usccb.org/issues-and-action/human-life-and-dignity/health-care/upload/Ethical-Religious-Directives-Catholic-Health-Care-Services-fifth-edition-2009.pdf; and (ii) the requirements of the local Department of Community Health, The Joint Commission and other applicable federal, state, county agency, and/or accreditation bodies. I further understand and agree that failure to do so may result in the immediate termination of my participation in the aforementioned educational experience.

2. I understand and agree that I shall not use or disclose to any third party any trade secrets and/or confidential information, facts or documents relating in any way to Facility's business operations, patients, suppliers, vendors, personnel, contracts or financial condition or any other confidential or proprietary information except as necessary to the completion of my educational experience. I understand the foregoing does not apply to publicly available information or information required by court order or applicable law.

3. I have been provided the necessary HIPAA training and understand and agree to: (i) appropriately access and disclose patient information; (ii) appropriately use Facility's information system; and (iii) use reasonable safeguards to prevent unauthorized access to or disclosure of Facility's patient information.

4. I understand and agree to the following terms:

a. As part of the educational experience, I am not, and will not be, an employee of Facility and will therefore will not be eligible for any of the compensation or benefits that Facility's employees receive;
b. The training provided by Facility is general in nature, and a practical application of material taught in a classroom and is similar to what would be given in a vocational school or academic educational institution;
c. I am not guaranteed employment with Facility following completion of the training period;
d. All training provided by Facility is for my benefit, and not the benefit of Facility. Although the externship opportunity may include direct, hands-on training opportunities for me, Facility receives no immediate economic advantage from my activities and, on occasion, Facility's operations may be impeded by my presence or work;
e. During the training period, I will train under the close supervision of Facility's employees, and will not replace existing Facility employees; and
f. If I am currently employed by Facility in another position, the clinical learning experience will take place outside of my regular working hours, none of the educational experience activities will be directly related to my current job, I will not perform any productive work during the educational experience or displace workers, I will work only under close supervision of a Facility employee or

physician, and for anything outside the educational experience, I will clock-in so I will receive pay for services I provide as an employee.

5. I authorize all necessary exchanges of information between Facility and School related to me and my participation in the educational experience.

6. I agree to clearly identify myself as a student, both visually by the wearing of a name badge and in all written and verbal communication, to all patients, providers, and staff during my educational experience.

7. I agree to act only within the scope of my educational experience and, at such times as are necessary, will immediately attempt to resolve any question or doubt I have as to the extent of that scope with the appropriate Facility supervisor.

8. I have been appropriately immunized as required under the Student Affiliation Agreement and agree to follow Facility policy regarding provision of evidence of immunization. I further agree to submit to any additional health examinations that might be necessary to my participation in the educational experience and further agree to make the results of any such additional examinations available to Facility upon request.

9. I understand that Facility may make emergency care available to me during the term of my educational experience and that such emergency care will not be given without charge. I agree that I will be financially responsible for any medical care provided by Facility, including any emergency care.

10. I understand and agree that Facility retains the right to remove me at any time, if Facility deems such removal to be in the best interests of Facility and its patients.

11. I agree to release Facility from any liability for the loss of or damage to my personal property while on Facility property. I agree to be liable for and indemnify Facility for any claims made against Facility which are based solely on any of my activities. By signing this Student Responsibilities Acknowledgement, I, and my parent or guardian if applicable, acknowledge that I understand the risks of participating in the educational experience and hereby release Facility, its administration, Board of Trustees, employees and agents from any and all liability from my participating in the educational experience. I agree that this Student Responsibilities Acknowledgement shall be binding and of full force and effect upon my heirs, assigns, executors, personal representatives, and guardians, including parents, durable powers of attorney or next of kin.

STUDENT:

_____

Signature Date

_____

Printed Name Program

PARENT/GUARDIAN (If student is a minor): I hereby agree to the above terms on behalf of the above-named student.

_____

Signature Date

Printed Name Program

# SECOND AMENDMENT TO EDUCATIONAL AFFILIATION AGREEMENT BETWEEN MEDSTAR HEALTH, INC. AFFILIATED ORGANIZATIONS AND BALTIMORE CITY COMMUNITY COLLEGE

The Educational Affiliation Agreement entered into between **Baltimore City Community College** (hereinafter the "College"), and **MedStar Health, Inc.** (hereinafter "MedStar"), agent for affiliates listed in Attachment A ("Affiliates") on the **17th** day of **September, 2017** (the "Agreement") is modified by these additional terms and obligations:

## RECITALS

WHEREAS the parties have previously entered into the Educational Affiliation Agreement dated **September 17, 2017**, and Amendment to the Educational Affiliation Agreement dated **September 22, 2020**, (collectively, the "Agreement"); and

WHEREAS the parties would like to amend the Agreement in accordance with the terms and conditions stated in this document (the "Amendment");

THEREFORE, in consideration of the mutual covenants and agreements set forth herein, the parties, intending to be legally bound, agree as follows:

1. The recitals set forth above contain no material misstatement of fact.

2. The first paragraph of Section I, entitled "Term and Termination" is hereby deleted in its entirety and the following text is inserted:

> "The term of this Agreement shall be three (3) years commencing **September 17, 2023** and ending **September 17, 2026** (the "Term") unless otherwise terminated under the terms of this Agreement. Following the Term, this Agreement may be renewed by mutual consent of both parties evidenced in writing."

3. Conflict of Terms. All of the terms and conditions in the underlying Agreement remain unmodified unless in conflict with this Amendment. Notwithstanding anything in the underlying Agreement to the contrary, in the event of a conflict between the underlying Agreement and this Amendment the terms of this Amendment will control.

[SIGNATURES CONTINUE ON FOLLOWING PAGE]

The affixing of signatures below by the authorized representatives of each of the parties signifies the acceptance and agreement to the terms and conditions specified in this Amendment.

**For MedStar Health, Inc. ("Affiliate"):**

Claire Gonder DATE: 9/21/23

Name: Claire Gonder, MSN, RN, NPD-BC
Title: Integrated Director, Nursing Professional Development and Education
MedStar Liaison for Student Agreements

**For Baltimore City Community College ("College"):**

Debra L. McCurdy DATE: Sep 20, 2023

Name: Debra L. McCurdy
Title: President
Baltimore City Community College

# ACADEMIC PROGRAM ARTICULATION AGREEMENT

## BETWEEN

## BALTIMORE CITY COMMUNITY COLLEGE
## AND
## COPPIN STATE UNIVERSITY

## REGARDING TRANSFER FROM

## ASSOCIATE OF APPLIED SCIENCE in HEALTH INFORMATION TECHNOLOGY
## TO
## Bachelor of Science in Health Information Management
## OR
## Bachelor of Professional Studies in Health Information Management

This Academic Program Articulation Agreement ("Agreement") is entered into by and between Baltimore City Community College (the "Sending Institution") and Coppin State University (the "Receiving Institution") (collectively, the "Institutions") to facilitate the transfer of academic credits from the Associate of Applied Science in Health Information Technology at Baltimore City Community College for the completion of Bachelor of Health Information Management (HIM) or Bachelor Professional Studies in Health Information Management (the "Program(s)").

### A. Qualifying Students

This Agreement pertains to the transfer of "Qualifying Students", *i.e.*, those students who:
1. Have successfully completed the program at the Sending Institution;
2. Are enrolled in the Sending Institution, in good standing; and
3. Are accepted for admission into the Receiving Institution

### B. Responsibilities of the Institutions

The Institutions agree to implement the transfer of Qualifying Students in accordance with applicable law and the following requirements and protocols:

1. A Qualifying Student may transfer from the Transferring Institution into the Receiving Institution for the completion of the Program.

2. Courses that the Receiving School will accept credits towards completion of the Program include those as provided on Attachment A to this agreement.

3. The Receiving Institution shall designate, and shall provide to the Sending Institution, the contact information for a staff person at the Receiving Institution who is responsible for the oversight of the transfer of Qualifying Students. The Sending Institution shall designate, and shall provide to the Receiving Institution, the contact information for a staff person at the

Sending Institution who is responsible for the oversight of the transfer of Qualifying Students.

**BALTIMORE CITY COMMUNITY COLLEGE:**
Karen King-Sheridan
Assistant VP, Academic Engagement & Partnership
kkingsheridan@bccc.edu
(410) 462-7480

**COPPIN STATE UNIVERSITY:**
Dr. Chanta Haywood
Interim Provost & VP, Academic Affairs
chhaywood@coppin.edu
(410) 951-3010

Both Institutions agree that should the staff person or position change at an institution, the institution will promptly provide new contact information to the partner institution and inform the Maryland Higher Education Commission of the change.

Secondary contact information:

**BALTIMORE CITY COMMUNITY COLLEGE:**
Dr. Ghazanfar Mahmood
Acting Dean
School of Nursing & Health Professions
GMahmood1@bccc.edu
(410) 462-7451

**COPPIN STATE UNIVERSITY:**
Dr. Joan Sylvia Tilghman
Dean
College of Health Professions
Jtilghman@coppin.edu
(410) 951-6100

4. If the Qualifying Student is using federal Title 38 VA Education Benefits (GI Bill® Education Benefits), the Institutions agree to adhere to applicable U.S. Department of Veterans Affairs' regulations, including the regulations governing the awarding prior credit, as regulated under Title 38, Code of Federal Regulations, Sections 21.4253(d)(3) and 21.4254(c)(4).

5. Each Institution agrees to adhere to applicable transfer requirements set forth in the Annotated Code of Maryland and the Code of Maryland Regulations.

6. Each Institution agrees to advise students of transfer opportunities under this Agreement, and to advise students of financial aid opportunities and implications associated with the transfer of credits from the sending to the receiving institution.

   A. Baltimore City Community College students who have completed the Associate of Applied Science in Health Information Technology will be given every consideration for financial assistance and will be eligible to compete for academic scholarships at Coppin State University.
   **Scholarships:** Students transferring from Baltimore City Community College to Coppin may be eligible for transfer scholarships offered by Coppin. Scholarships include, but are not limited to:
      1. CSU Transfer Merit Award
         Eligibility Requirements: Full-time student; successful completion of a least 24 credits;

2.5 GPA or higher
Renewal Requirements: Maintain 3.0 GPA or higher, must complete 30 credit hours per academic year (includes summer)
**Award:** $3000 transfer scholarship and $1500 per semester, renewable for up to 6 semesters
**Contact:** CSU Office of Admissions

2. Private Donor Award/PDA
Eligibility:
   - Must have completed at least 12 credits at the undergraduate level (9 at graduate level)
   - Must be in good academic standing (current & cumulative GPA will be considered
   - Must demonstrate financial need

   **Contact:** Deidre Johnson, Donor Relations & Stewardship Coordinator, Office of Institutional Research

7. Should either Institution make changes to program requirements, the institution will inform the partner institution as soon as practicable of the modifications, and if practicable of plans to make modifications to program requirements and advise the partner institution of the impact of any changes or proposed changes in a program. (Note: The articulation agreement should be updated to reflect the program changes and forwarded to the Maryland Higher Education Commission.)

## C. Term and Termination

1. This agreement shall be effective on the day of October 9, 2024.

2. Either Institution may, at its sole discretion, terminate this Agreement upon delivering thirty (30) days written notice to the other Institution and the Maryland Higher Education Commission. Those students who have transferred into the receiving institution shall not be affected by the termination of this agreement.

3. Both Institutions agree to meet once every three (3) year(s) to review the terms of this agreement.

## D. Amendment

1. This Agreement constitutes the entire understanding and agreement of the Institutions with respect to their rights and obligations in carrying out the terms of the Agreement, and supersedes any prior or contemporaneous agreements or understandings.

2. This Agreement may be modified only by written amendment executed by both Institutions.

## E. Governing Law

This Agreement shall be governed by, and construed in accordance with, the laws of the State of Maryland.

## F. Counterparts

This Agreement may be executed in counterparts, each of which shall be deemed to be an original, but all of which, taken together, shall constitute one and the same agreement.

## G. Notice of Agreement

1. The Institutions agree to provide a copy of this Agreement, with any amendments, to the Maryland Higher Education Commission.

2. The Institutions agree to provide copies of this Agreement to all relevant individuals and departments of the Institutions, including but not limited to students, academic department chairs participating in the transfer, office of the president, registrar's office, and financial aid office.

## H. No Third-Party Beneficiaries

There are no third-party beneficiaries to this Agreement.

## I. Representations and Warranties of the Parties

Both Institutions represent and warrant that the following shall be true and correct as of the Effective Date of this Agreement, and shall continue to be true and correct during the term of this Agreement:

1. The Institutions are and shall remain in compliance with all applicable federal, state, and local statutes, laws, ordinances, and regulations relating to this Agreement, as amended from time to time.

2. Each Institution has taken all action necessary for the approval and execution of this Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives.

**BALTIMORE CITY COMMUNITY COLLEGE**

By: Debra L. McCurdy
Dr. Debra L. McCurdy
President

09/27/2024
Date

**COPPIN STATE UNIVERSITY:**

By:
Dr. Anthony L. Jenkins
President

Sept 13, 2024
Date

ATTACHMENT A to Articulation Agreement between [Baltimore City Community College] and Coppin State University re: [Associate of Applied Science in Health Information Technology] to [Bachelor of Science in Health Information Management (HIM) or Bachelor of Professional Studies in Health Information Management]

# Baltimore City Community College and Coppin State University Articulation for AAS in Health Information Technology to BS in Health Information Management

| Course Outline | | | | | |
|---|---|---|---|---|---|
| BCCC Baltimore City Community College | | | COPPIN STATE UNIVERSITY | | |
| **Health Information Technology, AAS** | | | **Health Information Management, BS** | | |
| Course | Description | Credits | Course Equivalency | Description | Credits |
| **English Composition** | | **6** | **English Composition** | | **6** |
| ENG 101 | English Writing | 3 | ENGL 101 | English Comp I | 3 |
| ENG 102 | Intro. to the Term Paper & Research/Business Writing | 3 | ENGL 102 | English Comp II | 3 |
| | | | | | |
| **Arts/Humanities Elective** | | **3** | **Arts & Humanities Electives** | | **15** |
| | | | HIST 205 | African American | 3 |
| | | | HIST | 201, 202, 203, 204, or 206 | 3 |
| | | | WLIT 207 | World Literature or 200 level English or above | 3 |
| | | | PHIL 102 or PHIL 103 | Logic or Intro. To Philosophy | 3 |
| SP 101 | Fundamentals of Speech Communication | 3 | SPCH 105 | Speech Communication | 3 |
| | | | | | |
| **Social and Behavioral Sciences** | | **3** | **Social and Behavioral Sciences** | | **6** |
| | | | ECON 103 | Intro to Business & Econ | 3 |
| PSY 101 | Introductory Psychology | 3 | PSYC 201 | General Psychology | 3 |
| | | | | | |
| **Mathematics** | | **3** | **Mathematics** | | **3** |
| MAT 107 | Modern Elementary Statistics | 3 | MATH 203 | Math Statistics | 3 |
| | | | | | |
| **Biological and Physical Sciences** | | **12** | **Biological and Physical Sciences** | | **12** |
| BIO 101 | General Biology (or students can test out of BIO 101) | 4 | BIOL 100 | Lower-Level Biology | 4 |
| BIO 202 | Anatomy & Physiology I | 4 | BIOL 201 | Anatomy & Physiology I | 4 |
| BIO 203 | Anatomy & Physiology II | 4 | BIOL 203 | Anatomy & Physiology II | 4 |
| | | | | | |
| **Interdisciplinary and Emerging Issues-Local to Global** | | **2** | **Interdisciplinary and Emerging Issues-Local to Global** | | **3** |
| **HIT 232 | Computer Applications in Healthcare | 2 | **MISY 150 | Tech Fluency | 3 |

| Course Outline | | | | | |
|---|---|---|---|---|---|
| BCCC Baltimore City Community College | | | COPPIN STATE UNIVERSITY | | |
| | | | | | |
| MAJOR HIM COURSE OUTLINE | | | | | |
| | **Total** | **24** | | **Total** | **75** |
| | | | HSC 101 | Orientation to Health Science | 3 |
| AH 130 | Medical Terminology | 3 | HSC 190 | Medical Terminology | 3 |
| AH 230 | Study of Disease Process | 3 | HSC 312 | Pathophysiology | 3 |
| AH 135 | Allied Health Pharmacology | 2 | HSC 313 | Pharmacology | 3 |
| | | | ENGL 307 | Technical Writing | 3 |
| | | | MISY 341 | Small System Software | 3 |
| | | | ACCT 201 | Financial Accounting, I | 3 |
| | | | MISY 356 | Intro to Comp & Info Security | 3 |
| HIT 121/121L | Introduction to Health Information Management Technology | 4 | HIM 300 | Fundamentals of HIM | 4 |
| | | | HIM 301 | Adv. Quality Concepts in Health | 4 |
| | | | HIM 303 | HIM Non-traditional Settings | 3 |
| HIT 243/243L | Healthcare Reimbursement | 2 | HIM 305 | Health-Care Fin & Reimbursement | 3 |
| HIT 124/ HIT 124L | ICD-10-CM Coding Principles and Practice | 4 | HIM 307 | Medical Classifications I | 3 |
| | | | HIM 400 | Management Affiliation | 3 |
| | | | HIM 401 | RHIA Prep I | 3 |
| AH 110 | Medical Jurisprudence and Ethics | 2 | HIM 402 | Legal Aspects of HIM | 3 |
| | | | HIM 403 | RHIA Prep II | 3 |
| | | | HIM 404 | Seminar in HIM | 2 |
| HIT 132 | CPT-4 Coding Principles and RVUs/APGs | 2 | HIM 408 | Medical Classifications II | 3 |
| HIT 227 | Advanced Medical Coding | 2 | | | |
| | | | HIM 412 | Org. & Mgmt. in HIM I | 4 |
| | | | HIM 413 | Org. & Mgmt. in HIM II | 4 |
| | | | HIM 415 | Health Statistics | 3 |
| | | | HIM 417 | Applied Research | 3 |
| | | | HIM 420 | Health Info. Systems | 3 |
| **Total Credits Transferred** | | **53†** | **Total Credits Remaining** | | **67†** |

****Applicable to the HIT Program only**
**†Total required credits are 120.**

# Baltimore City Community College and Coppin State University Articulation for AAS in Health Information Technology to BPS in Health Information Management

| Course Outline | | | | | |
|---|---|---|---|---|---|
| BCCC Baltimore City Community College | | | COPPIN STATE UNIVERSITY | | |
| **Health Information Technology, AAS** | | | **Health Information Management, BPS** | | |
| Course | Description | Credits | Course Equivalency | Description | Credits |
| **English Composition** | | **6** | **English Composition** | | **6** |
| ENG 101 | English Writing | 3 | ENGL 101 | English Comp I | 3 |
| ENG 102 | Intro. to the Term Paper & Research/Business Writing | 3 | ENGL 102 | English Comp II | 3 |
| | | | | | |
| **Arts & Humanities Elective** | | **3** | **Arts & Humanities Electives** | | **15** |
| | WAIVED | | HIST 205 | African American | 3 |
| | WAIVED | | HIST | 201, 202, 203, 204, or 206 | 3 |
| | WAIVED | | WLIT 207 | World Literature or 200 level English or above | 3 |
| | WAIVED | | PHIL 102 or PHIL 103 | Logic or Intro. to Philosophy | 3 |
| SP 101 | Fundamentals of Speech Communication | 3 | SPCH 105 | Speech Communication | 3 |
| | | | | | |
| **Social and Behavioral Sciences** | | **3** | **Social and Behavioral Sciences** | | **6** |
| | | | ECON 103 | Intro to Business & Econ | 3 |
| PSY 101 | Introductory Psychology | 3 | PSYC 201 | General Psychology | 3 |
| | | | | | |
| **Mathematics** | | **3** | **Mathematics** | | **3** |
| MAT 107 | Modern Elementary Statistics | 3 | MATH 203 | Math Statistics | 3 |
| | | | | | |
| **Biological and Physical Sciences** | | **12** | **Biological and Physical Sciences** | | **12** |
| BIO 101 | General Biology (or students can test out of BIO 101) | 4 | BIOL 100 | Lower-Level Biology | 4 |
| BIO 202 | Anatomy & Physiology I | 4 | BIOL 201 | Anatomy & Physiology I | 4 |
| BIO 203 | Anatomy & Physiology II | 4 | BIOL 203 | Anatomy & Physiology II | 4 |
| | | | | | |
| **Interdisciplinary and Emerging Issues-Local to Global** | | **2** | **Interdisciplinary and Emerging Issues-Local to Global** | | **3** |
| **HIT 232 | Computer Applications in Healthcare | 2 | **MISY 150 | Tech Fluency | 3 |
| | | | | | |

| Course Outline | | | | | |
|---|---|---|---|---|---|
| BCCC | | | COPPIN STATE UNIVERSITY | | |
| **Health Information Technology, AAS** | | | **Health Information Management, BPS** | | |
| MAJOR HIM COURSE OUTLINE | | | | | |
| | **Total** | **24** | | **Total** | **75** |
| | | | HSC 101 | Orientation to Health Science | 3 |
| AH 130 | Medical Terminology | 3 | HSC 190 | Medical Terminology | 3 |
| AH 230 | Study of Disease Process | 3 | HSC 312 | Pathophysiology | 3 |
| AH 135 | Allied Health Pharmacology | 2 | HSC 313 | Pharmacology | 3 |
| | | | ENGL 307 | Technical Writing | 3 |
| | | | MISY 341 | Small System Software | 3 |
| | | | ACCT 201 | Financial Accounting, I | 3 |
| | | | MISY 356 | Intro to Comp & Info Security | 3 |
| HIT 121/121L | Intro. to Health Information Management Technology | 4 | HIM 300 | Fundamentals of HIM | 4 |
| | | | HIM 301 | Adv. Quality Concepts in Health | 4 |
| | | | HIM 303 | HIM Non-traditional Settings | 3 |
| HIT 243/243L | Healthcare Reimbursement | 2 | HIM 305 | Health-Care Fin & Reimbursement | 3 |
| HIT 124/ HIT 124L | ICD-10-CM Coding Principles and Practice | 4 | HIM 307 | Medical Classifications I | 3 |
| | | | HIM 400 | Management Affiliation | 3 |
| | | | HIM 401 | RHIA Prep I | 3 |
| AH 110 | Medical Jurisprudence and Ethics | 2 | HIM 402 | Legal Aspects of HIM | 3 |
| | | | HIM 403 | RHIA Prep II | 3 |
| | | | HIM 404 | Seminar in HIM | 2 |
| HIT 132 | CPT-4 Coding Principles and RVUs/APGs | 2 | HIM 408 | Medical Classifications II | 3 |
| HIT 227 | Advanced Medical Coding | 2 | | | |
| | | | HIM 412 | Org. & Mgmt. in HIM I | 4 |
| | | | HIM 413 | Org. & Mgmt. in HIM II | 4 |
| | | | HIM 415 | Health Statistics | 3 |
| | | | HIM 417 | Applied Research | 3 |
| | | | HIM 420 | Health Info. Systems | 3 |
| **Total Credits Transferred** | | **53†** | **Total Credits Remaining** | | **67†** |

****Applicable to the HIT Program only**
**†Total required credits is 120.**
**Waived: These remaining general education requirements will be considered met in accordance with the Maryland Higher Education Commission (MHEC) Code of Maryland Regulations (COMAR) 13B.02.03.24 Degree Programs, Letter A. Degree Levels, (2) and Letter I. Bachelor of Technical Studies (B.T.S.) or Bachelor of Professional Studies (B.P.S.)**

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Exhibit 4.4

**NON-CLINICAL EDUCATION AFFILIATION AGREEMENT**

**between**

**BALTIMORE CITY COMMUNITY COLLEGE**

**and**

**SHEPPARD PRATT HEALTH SYSTEM**

This Non-Clinical Education Affiliation Agreement, entered into this ___ day of September, 2024, between Baltimore City Community College, located at 2901 Libert Heights Avenue, Baltimore, MD 21215 (hereinafter referred to as the **"SCHOOL"**), and **SHEPPARD PRATT HEALTH SYSTEM, INC.**, 6501 N. Charles Street, Baltimore, MD 21204 (hereinafter referred to as the **"HEALTH SYSTEM"**).

WHEREAS, it is to the mutual benefit of the HEALTH SYSTEM and the SCHOOL for the SCHOOL to assign certain of its students for non-clinical education in the Health Information Technology program (the "Program") operated by HEALTH SYSTEM (including the Towson and Baltimore-Washington Hospital campuses and non-public schools and residential and outpatient treatment facilities located throughout Maryland) or its corporate affiliates, including Mosaic Community Services, Inc., Family Services, Inc., Way Station, Inc. and Behavioral Health Partners, Inc. (collectively, the "AFFILIATES"); and

WHEREAS, it is in the best interests of the parties hereto to plan jointly for the organization, administration, and operation of the Program.

NOW, THEREFORE, in consideration of the mutual covenants by each party to be kept and performed, it is agreed as follows:

## ARTICLE I. SCHOOL RESPONSIBILITIES

A. Selection. The selection of students who are to participate in the Program at the HEALTH SYSTEM is to be made by the SCHOOL in coordination with HEALTH SYSTEM's manager of the Program in accordance with requirements as set forth below.

1. The SCHOOL shall verify that the students meet the academic requirements of the SCHOOL for eligibility for "internship," "practicum" "preceptorship" or field work" experiences for which they shall receive academic credit.

2. The SCHOOL shall warrant to the HEALTH SYSTEM that each student has on record with the SCHOOL a complete physical, showing general good health, freedom from tuberculosis

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and no other infectious diseases. Upon request from the HEALTH SYSTEM, a copy of records reflecting the foregoing shall be made available to HEALTH SYSTEM.

3. The SCHOOL shall inform each student that he/she must make formal application to the Program and be interviewed or otherwise screened by the student manager or placement coordinator of the Program. If suitable for placement, student must then have a successful interview with HEALTH SYSTEM staff in the area of assignment.

4. The SCHOOL shall inform each student of the requirement to attend an orientation and to comply with all other requirements of the SCHOOL for the Program.

5. The SCHOOL and the HEALTH SYSTEM shall select students without regard to race, sex, age, religion, color, national origin, or disability.

6. The SCHOOL shall base selection of the students upon additional criteria as may be, from time to time, established by the Program and presented in writing to the SCHOOL by the HEALTH SYSTEM Representative.

7. The SCHOOL shall notify students selected for the Program that while participating in the Program the student is not an employee of the HEALTH SYSTEM for any purpose, that the student shall not be compensated in any way, and that the student is not entitled to any benefit afforded by the HEALTH SYSTEM to its employees, including, but not limited to worker's compensation insurance. Students shall be informed that they will not be reimbursed for rendering services at the HEALTH SYSTEM during the course of the Program.

B. Insurance.

1. Professional Liability Insurance. Students earning academic credit through the Program shall have professional liability insurance protection. Such insurance may be provided either by the SCHOOL or by the student and coverage shall be in the minimum amount of One Million Dollars ($1,000,000) for each incident and Three Million Dollars ($3,000,000) for annual aggregate coverage for each student. In instances where professional liability insurance is provided by the SCHOOL, SCHOOL agrees to furnish to the HEALTH SYSTEM a valid Certificate of Insurance of such professional liability insurance for each proposed student as soon as practicable prior to and as a condition of his/her placement in the Program. Where such professional liability insurance is procured directly by the student, the student must provide a valid Certificate of Insurance as soon as practicable prior to and as a condition of his/her placement in the Program.

Certifications of Professional Liability Insurance are to be sent to HEALTH SYSTEM at the following address:

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Janet Martey-Korley
Training and Education Coordinator
Training and Education Department
Sheppard Pratt Health System
6501 N. Charles Street
Baltimore, MD 21204

2. Health Insurance. Each student accepted into the Program, as a condition of participation, must carry health insurance including major medical coverage adequate to cover the student's needs in case of any accident, injury or illness while participating in the HEALTH SYSTEM's Program, and shall furnish proof of such insurance to HEALTH SYSTEM upon request.

C. Confidentiality; HIPAA Compliance. In the course of a student's participation in the Program, the student and the SCHOOL staff may become privy to or may receive or create certain confidential health or medical information relating to persons being treated in the HEALTH SYSTEM ("Protected Health Information" also known as PHI), the confidentiality of which is regulated by the Health Insurance Portability and Accountability Act of 1996, Public Law 104-191 ("HIPAA") and applicable Maryland State Law. SCHOOL agrees to maintain and to require all students to maintain the confidentiality of all Protected Health Information as required by HIPAA and applicable Maryland State Law. Not in limitation of the foregoing, but in addition thereto:

(i) Neither SCHOOL nor any student shall directly or indirectly use, divulge, reveal, report, publish, transfer or disclose any Protected Health Information other than as may be strictly necessary to perform its duties under this Agreement unless such disclosure is required by law.

(ii) SCHOOL agrees to maintain and use appropriate safeguards to prevent the use or disclosure of Protected Health Information other than as needed to perform the functions of this Agreement. SCHOOL agrees that students will only use HEALTH SYSTEM issued information technology equipment and programs, including HEALTH SYSTEM email accounts, to view, use and transact Protected Health Information during the student's participation in the Program.

(iii) SCHOOL agrees to report to HEALTH SYSTEM any use or disclosure of Protected Health Information not provided for by this Agreement of which it becomes aware. SCHOOL and Students further agree to fully cooperate with HEALTH

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SYSTEM in any investigation of suspected inappropriate use, transfer or disclosure of PHI.

(iv) SCHOOL shall insure that any student or SCHOOL staff who may become privy to Protected Health Information received from HEALTH SYSTEM, or created, or received by on behalf of HEALTH SYSTEM agree to the same restrictions that apply to HEALTH SYSTEM with respect to such Protected Health Information and further agree to follow all applicable HEALTH SYSTEM policies, procedures and any direction provided by the HEALTH SYSTEM.

(v) SCHOOL agrees to maintain records of any disclosures of Protected Health Information, and within ten days of a request by HEALTH SYSTEM for an accounting of disclosures of Protected Health Information, SCHOOL shall make available to HEALTH SYSTEM the information to provide such an accounting of disclosures. At a minimum, such information shall include the date of disclosure, the name of the entity or person who received the Protected Health Information, and, if known, the address of such entity or person, a brief description of the Protected Health Information disclosed, and a statement of the purpose of the disclosure.

(vi) Notwithstanding any provision of this Agreement to the contrary regarding term or termination, if HEALTH SYSTEM determines in good faith that SCHOOL or any student has violated a material term of this Paragraph C pertaining to the confidentiality of Protected Health Information, HEALTH SYSTEM shall have the option to immediately terminate this Agreement or to immediately terminate the participation in the Program of any student who was involved in the violation.

D. Indemnification Clause. To the extent permitted by law, SCHOOL agrees to indemnify, defend and save harmless the HEALTH SYSTEM and any and all of its subsidiaries and affiliates, their trustees, agents, servants, and employees from and against all claims, suits, judgments, and/or damages brought, recovered or exacted against the HEALTH SYSTEM for or on account of any negligent or wrongful acts of SCHOOL, its agents, employees, associates, enrollees, students, or subcontractors, unless, in the case of a student, such student was acting under the supervision of, at the direction of, or pursuant to instructions given by HEALTH SYSTEM personnel or agents in the commission of such negligent acts, omission or willful misconduct. HEALTH SYSTEM agrees to indemnify, defend and save harmless the SCHOOL and any and all of its subsidiaries and affiliates, their trustees, agents,

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servants and employees from and against all claims, suits, judgments and/or damages brought, recovered or exacted against the SCHOOL for or on account of any negligent or wrongful acts of HEALTH SYSTEM, its agents, employees, associates or subcontractors.

E. Notice of Student Cancellation. In the event of cancellation by a student holding a reserved space in a Program at HEALTH SYSTEM, SCHOOL shall immediately notify HEALTH SYSTEM. Failure to notify of a cancellation or excessive cancellations may, at HEALTH SYSTEM's option, permit HEALTH SYSTEM to terminate this Agreement prior to the expiration of the term.

## ARTICLE II - HEALTH SYSTEM RESPONSIBILITIES

A. HEALTH SYSTEM Services and Facilities.

1. The HEALTH SYSTEM shall be responsible for and retain absolute control over the organization, administration, operation, and financing of its services and the implementation of its Program.

2. The HEALTH SYSTEM shall provide each student with supervised clinical training and service opportunities of an extent, quality, and range as are appropriate for the Program.

3. The SCHOOL shall be informed regarding significant changes in HEALTH SYSTEM facilities which may affect the SCHOOL and/or students participating in the Program.

4. The HEALTH SYSTEM shall retain the right to require the removal from, and deny access to, its facility of any student whose professional or social conduct is, in the opinion of the HEALTH SYSTEM, disruptive, disreputable, or otherwise destructive of the established practices of the HEALTH SYSTEM or its standing in the community. Such action shall be reported promptly to SCHOOL's contact person as noted in III, F, below.

5. Students may participate in the Program through non-clinical experiences at one or more of the AFFILIATES, subject to the terms and conditions of this Agreement, and all references to HEALTH SYSTEM in this Agreement shall include the AFFILIATES and the AFFILIATES' facilities.

B. Accreditation. The HEALTH SYSTEM shall retain its accreditation by the Joint Commission for the Accreditation of Hospitals or similar appropriate accrediting agency.

C. Medical Services. The HEALTH SYSTEM agrees to furnish first aid for students, as available. The parties acknowledge that the HEALTH SYSTEM is not a general acute care facility and does not maintain an acute care emergency room.

D. Hepatitis B. The Centers for Disease Control recommend that all personnel working in a patient care environment receive the Hepatitis B vaccine. At present, the HEALTH SYSTEM does

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not require that students enrolled in the HEALTH SYSTEM's clinical or non-clinical training programs receive the vaccine. The HEALTH SYSTEM maintains that it is the student's personal and financial responsibility to determine whether they should receive the vaccine.

E. COVID-19. All Students are required to show proof of first dose or single dose of COVID-19 vaccination as a condition to entering the HEALTH SYSTEM's premises and are then required to complete the full shot regimen, including any booster shot, as clinically indicated in order to satisfy this requirement. If any student has medical contraindication(s) that prevent the student from obtaining the COVID-19 vaccine, the HEALTH SYSTEM may grant the student a medical exemption from this requirement. Students requesting a medical exemption must submit a completed copy of the Medical Exemption Form verifying that the student has medical contraindication(s). The HEALTH SYSTEM may also grant students a religious exemption from the policy based on a sincerely held religious belief. To receive a religious exemption, a student must submit a completed copy of the Religious Exemption Form specifying the religious objection to the vaccination. Supporting documentation may also be required. All requests for exemptions must be approved by the HEALTH SYSTEM, and approval is not guaranteed. Students must receive approval of a submitted exemption PRIOR to beginning their assignment. All students will be required to wear a face mask on HEALTH SYSTEM premises, regardless of vaccination status or vaccine exemption status. The face mask must always be worn in the proper manner, ensuring coverage of both mouth and nose. Students may also be required to observe other safety precautions from time to time that are considered to be best practices within the medical community.

F. HEALTH SYSTEM Policies. The HEALTH SYSTEM shall provide each student with orientation and access to the policies, procedures, protocols, and practices of the HEALTH SYSTEM and all applicable laws and regulations at the time of the student's arrival at the HEALTH SYSTEM.

G. Insurance. HEALTH SYSTEM shall maintain comprehensive general liability insurance and professional liability insurance, each, with coverage limits of at least $1,000,000 per incident and $3,000,000 aggregate. All or any part of such insurance may be provided through HEALTH SYSTEM's program of self-insurance or through a captive insurance company. A certificate of insurance will be furnished to SCHOOL upon request, including effective coverage and liability limits.

## ARTICLE III. JOINT RESPONSIBILITIES

A. Liaison Personnel. The HEALTH SYSTEM and the SCHOOL shall provide liaison personnel from the Program staff and academic institution faculty to assure systematic planning and the

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exchange of information regarding policy changes, problems, and new developments related to the Program.

B. Assignments. The maximum number of students assigned to the HEALTH SYSTEM during any instructional period shall be established by the HEALTH SYSTEM as determined by the availability of facilities and experiences, and the needs of the HEALTH SYSTEM staff.

C. Governing Rules, Regulations, and Practices. Where areas of differences exist or occur in rules, regulations, or questions of non-clinical practices, the HEALTH SYSTEM rules, regulations, or practices shall prevail, and such conflict shall be referred to the SCHOOL and HEALTH SYSTEM representatives.

The HEALTH SYSTEM has adopted a policy to establish and maintain a work environment free from the effects of alcohol or other drugs, and specifically prohibits the illegal or unauthorized use, possession, manufacture, dispensation or sale of alcohol, controlled substances, drugs or drug paraphernalia on HEALTH SYSTEM premises or on HEALTH SYSTEM business, or in HEALTH SYSTEM supplied vehicles. SCHOOL agrees to advise students of this policy and to inform students that a determination by HEALTH SYSTEM of non-conformance to this policy shall result in the immediate termination of their participation in the Program.

D. Student Records. The parties hereto acknowledge that certain records and documents relating to individual students maintained by the HEALTH SYSTEM and the SCHOOL may be governed by the Family Educational Rights and Privacy Act of 1974 and other federal and state statutes and regulations. Both parties agree to protect said records in accordance with any such applicable statute or regulation and to cooperate fully with the other party in complying with the provisions of such statutes and regulations.

E. Representation. In implementing this Agreement, the SCHOOL shall be represented by the head of the SCHOOL's internship program or designee. The HEALTH SYSTEM shall be represented by its Vice President and Chief Operating Officer, Sheppard Pratt Community Services. These representatives or their designees shall remain available for consultation and communication to act upon any decisions required in the performance of this Agreement.

F. Notice. When written notice is required or permitted, it shall be given to the respective parties, by nationally recognized overnight delivery service courier or by Registered or Certified Mail, Return Receipt Requested, to the respective representative, at the following addresses:

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If to the SCHOOL:

Dr. Ghazanfar Mahmood
Interim Dean, School of Nursing and Health Professions
Baltimore City Community College
Health Information Technology Program
2901 Liberty Heights Avenue
Baltimore, MD 21215

If to the HEALTH SYSTEM:

Todd Peters, MD. FAPA
Vice President and Chief Medical Officer
Sheppard Pratt Health System, Inc.
6501 N. Charles Street
Baltimore, MD 21204

G. Term and Renewals. This Agreement shall be in force and effect for the period of August 19, 2024 through July 31, 2026 and shall automatically renew for additional periods of one (1) year unless terminated, in writing, at least thirty (30) days prior to the termination date.

H. Termination. This Agreement may be terminated by either party at any time, without cause or penalty, upon giving written notice of such intent to the other party as designated in F., above, by Certified or Registered Mail, Return Receipt Requested, at least thirty (30) days prior to the date of such termination. Such termination shall not affect students currently enrolled in the Program, subject to the stipulations of II.A.4, above.

I. Section Headings. The section headings contained in this Agreement are for reference purposes only and shall not affect in any way the meaning or interpretation of this Agreement.

J. Governing Law. This Agreement shall be construed and enforced in accordance with the laws of the State of Maryland. Baltimore County, Maryland, shall be the venue for any action, special proceeding, or other preceding that may be brought, which arises out of or in connection with or by reason of this Agreement.

K. Assignment. No assignment of this Agreement or the rights and obligations hereunder shall be valid without the specific written consent of both Parties.

L. Entire Agreement. This Agreement and cited appendices supersede all previous contracts or agreements between the Parties with respect to the subject matter hereof and constitutes the entire Agreement between the Parties.

M. Amendments. This Agreement may be amended only by an instrument in writing signed by each of the Parties.

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N. Execution. This Agreement and amendments thereto shall be executed in duplicate copies: (1) on behalf of the SCHOOL by an appropriate official of SCHOOL; and (2) on behalf of the HEALTH SYSTEM by the authorized representative of the HEALTH SYSTEM. Each duplicate copy shall be deemed an original, but both duplicate originals shall together constitute one and the same instrument.

FOR HEALTH SYSTEM:

DocuSigned by:
F009D6FE2B464C1...

Todd Peters, MD. FAPA
Vice President and Chief Medical Officer

Date

FOR SCHOOL:

Debra L. McCurdy, PhD
President

Sep 11, 2024
Date

# ACADEMIC PROGRAM ARTICULATION AGREEMENT

# BETWEEN

# BALTIMORE CITY COMMUNITY COLLEGE

# AND

# COPPIN STATE UNIVERSITY

# REGARDING TRANSFER FROM

# AA IN TEACHER EDUCATION
# TO
# BS IN EARLY CHILDHOOD EDUCATION

This Academic Program Articulation Agreement ("Agreement") is entered into by and between Baltimore Community College (the "Sending Institution") and Coppin State University (the "Receiving Institution") (collectively, the "Institutions") to facilitate the transfer of academic credits from AA in Teacher Education at Baltimore City Community College for the completion of a BS in Early Childhood Education at Coppin State University.

## A. Qualifying Students

This Agreement pertains to the transfer of "Qualifying Students", *i.e.*, those students who:
1. Have successfully completed the program at the Sending Institution;
2. Are enrolled in the Sending Institution, in good standing; and
3. Are accepted for admission into the Receiving Institution
4. Earn a grade of "C" or higher in all Math, Science, Reading & Education courses

## B. Responsibilities of the Institutions

The Institutions agree to implement the transfer of Qualifying Students in accordance with applicable law and the following requirements and protocols:

1. A Qualifying Student may transfer from the Transferring Institution into the Receiving Institution for the completion of the Program.

2. Courses that the Receiving School will accept credits towards completion of the Program include those as provided on Attachment A to this agreement.

3. The Receiving Institution shall designate, and shall provide to the Sending Institution, the contact information for a staff person at the Receiving Institution who is responsible for the oversight of the transfer of Qualifying Students. The Sending Institution shall designate, and shall provide to the Receiving Institution, the contact information for a staff person at the Sending Institution who is responsible for the oversight of the transfer of Qualifying Students.

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4. The Receiving Institution shall provide Guaranteed Admission to students from the Sending Institution who meet all admission requirements.

| **BALTIMORE CITY COMM. COLLEGE:** | **COPPIN STATE UNIVERSITY:** |
|---|---|
| _____<br>_____<br>_____<br>_____ | Dr. Chanta Haywood<br>Provost & VP, Academic Affairs<br>chhaywood@coppin.edu<br>(410) 951-3010 |

Both Institutions agree that should the staff person or position change at an institution the institution will promptly provide new contact information to the partner institution and inform the Maryland Higher Education Commission of the change.

Secondary contact information:

| **BALTIMORE CITY COMM. COLLEGE:** | **COPPIN STATE UNIVERSITY:** |
|---|---|
| _____<br>_____<br>_____<br>_____ | Dr. Leontye L. Lewis<br>Dean, College of Arts & Sciences and Education<br>llewis@coppin.edu<br>(410) 951-1297 |

5. If the Qualifying Student is using federal Title 38 VA Education Benefits (GI Bill® Education Benefits), the Institutions agree to adhere to applicable U.S. Department of Veterans Affairs' regulations, including the regulations governing the awarding prior credit, as regulated under Title 38, Code of Federal Regulations, Sections 21.4253(d)(3) and 21.4254(c)(4).

6. Each Institution agrees to adhere to applicable transfer requirements set forth in the Annotated Code of Maryland and the Code of Maryland Regulations.

7. Each Institution agrees to advise students of transfer opportunities under this Agreement, and to advise students of financial aid opportunities and implications associated with the transfer of credits from the sending to the receiving institution.

**Community College Transfer Scholarship**
Students transferring from Baltimore City Community College to Coppin may be eligible for the Transfer Scholarships offered by Coppin. The Office of Admissions identifies qualified transfer students for the Transfer Scholarship. Entering students must complete the Federal Financial Aid Form (FAFSA) and the Coppin State scholarship application. This merit-based scholarship provides an award of $2000.00 for the academic year ($1000.00) per semester. Students must complete the AA or AS degree to qualify. Ten (10) _CC students transferring to CSU will be guaranteed this scholarship which may be renewed for an additional year. However, all financial aid awards must comply with federal and state eligibility requirements. Students receiving the Community College

Transfer Scholarship must maintain full-time enrollment and a grade point average (GPA) of at least 2.50 (4.00 scale).

Transfer students who have not yet earned the AA or AS degree may be awarded $750.00 per semester. The students must have earned at least 25 credit hours and a 2.70 or better cumulative grade point average from their previous institution(s). Entering students must complete the Federal Financial Aid Form (FAFSA) and the Coppin State scholarship application. A total of fifty students are awarded this renewable scholarship (2 years total) each year.

8. Should either Institution make changes to program requirements, the institution will inform the partner institution as soon as practicable of the modifications, and if practicable of plans to make modifications to program requirements and advise the partner institution of the impact of any changes or proposed changes in a program. (Note: The articulation agreement should be updated to reflect the program changes and forwarded to the Maryland Higher Education Commission.)

**C. Term and Termination**

1. This agreement shall be effective on the day of _____, 2024.

2. Either Institution may, at its sole discretion, terminate this Agreement upon delivering thirty (30) days written notice to the other Institution and the Maryland Higher Education Commission. Those students who have transferred into the receiving institution shall not be affected by the termination of this agreement.

3. Both Institutions agree to meet once every three (3) year(s) to review the terms of this agreement.

**D. Amendment**

1. This Agreement constitutes the entire understanding and agreement of the Institutions with respect to their rights and obligations in carrying out the terms of the Agreement and supersedes any prior or contemporaneous agreements or understandings.

2. This Agreement may be modified only by written amendment executed by both Institutions.

**E. Governing Law**

This Agreement shall be governed by, and construed in accordance with, the laws of the State of Maryland.

**F. Counterparts**

This Agreement may be executed in counterparts, each of which shall be deemed to be an original, but all of which, taken together, shall constitute one and the same agreement.

**G. Notice of Agreement**

1. The Institutions agree to provide a copy of this Agreement, with any amendments, to the Maryland Higher Education Commission.

2. The Institutions agree to provide copies of this Agreement to all relevant individuals and departments of the Institutions, including but not limited to students, academic department chairs participating in the transfer, office of the president, registrar's office, and financial aid office.

**H. No Third-Party Beneficiaries**

There are no third-party beneficiaries to this Agreement.

**I. Representations and Warranties of the Parties**

Both Institutions represent and warrant that the following shall be true and correct as of the Effective Date of this Agreement, and shall continue to be true and correct during the term of this Agreement:

1. The Institutions are and shall remain in compliance with all applicable federal, state, and local statutes, laws, ordinances, and regulations relating to this Agreement, as amended from time to time.

2. Each Institution has taken all action necessary for the approval and execution of this Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives.

| **BALTIMORE CITY COMM. COLLEGE**: | **COPPIN STATE UNIVERSITY**: |
|---|---|
| By: _____ | By: _____ |
| _____ | Dr. Anthony L. Jenkins |
| _____ | President |
| _____ | _____ |
| Date | Date |

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# ACADEMIC PROGRAM ARTICULATION AGREEMENT

# BETWEEN

# BALTIMORE CITY COMMUNITY COLLEGE

# AND

# COPPIN STATE UNIVERSITY

# REGARDING TRANSFER FROM

# AA IN TEACHER EDUCATION
# TO
# BS IN ELEMENTARY EDUCATION

This Academic Program Articulation Agreement ("Agreement") is entered into by and between Baltimore Community College (the "Sending Institution") and Coppin State University (the "Receiving Institution") (collectively, the "Institutions") to facilitate the transfer of academic credits from AA in Teacher Education at Baltimore City Community College for the completion of a BS in Elementary Education at Coppin State University.

## A. Qualifying Students

This Agreement pertains to the transfer of "Qualifying Students", *i.e.*, those students who:
1. Have successfully completed the program at the Sending Institution;
2. Are enrolled in the Sending Institution, in good standing; and
3. Are accepted for admission into the Receiving Institution
4. Earn a grade of "C" or higher in all Math, Science, Reading & Education courses

## B. Responsibilities of the Institutions

The Institutions agree to implement the transfer of Qualifying Students in accordance with applicable law and the following requirements and protocols:

1. A Qualifying Student may transfer from the Transferring Institution into the Receiving Institution for the completion of the Program.

2. Courses that the Receiving School will accept credits towards completion of the Program include those as provided on Attachment A to this agreement.

3. The Receiving Institution shall designate, and shall provide to the Sending Institution, the contact information for a staff person at the Receiving Institution who is responsible for the oversight of the transfer of Qualifying Students. The Sending Institution shall designate, and shall provide to the Receiving Institution, the contact information for a staff person at the Sending Institution who is responsible for the oversight of the transfer of Qualifying Students.

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4. The Receiving Institution shall provide Guaranteed Admission to students from the Sending Institution who meet all admission requirements.

| **BALTIMORE CITY COMM. COLLEGE:** | **COPPIN STATE UNIVERSITY:** |
|---|---|
| _____<br>_____<br>_____<br>_____ | Dr. Chanta Haywood<br>Provost & VP, Academic Affairs<br>chhaywood@coppin.edu<br>(410) 951-3010 |

Both Institutions agree that should the staff person or position change at an institution the institution will promptly provide new contact information to the partner institution and inform the Maryland Higher Education Commission of the change.

Secondary contact information:

| **BALTIMORE CITY COMM. COLLEGE:** | **COPPIN STATE UNIVERSITY:** |
|---|---|
| _____<br>_____<br>_____<br>_____ | Dr. Leontye L. Lewis<br>Dean, College of Arts & Sciences and Education<br>llewis@coppin.edu<br>(410) 951-1297 |

5. If the Qualifying Student is using federal Title 38 VA Education Benefits (GI Bill® Education Benefits), the Institutions agree to adhere to applicable U.S. Department of Veterans Affairs' regulations, including the regulations governing the awarding prior credit, as regulated under Title 38, Code of Federal Regulations, Sections 21.4253(d)(3) and 21.4254(c)(4).

6. Each Institution agrees to adhere to applicable transfer requirements set forth in the Annotated Code of Maryland and the Code of Maryland Regulations.

7. Each Institution agrees to advise students of transfer opportunities under this Agreement, and to advise students of financial aid opportunities and implications associated with the transfer of credits from the sending to the receiving institution.

**Community College Transfer Scholarship**
Students transferring from Baltimore City Community College to Coppin may be eligible for the Transfer Scholarships offered by Coppin. The Office of Admissions identifies qualified transfer students for the Transfer Scholarship. Entering students must complete the Federal Financial Aid Form (FAFSA) and the Coppin State scholarship application. This merit-based scholarship provides an award of $2000.00 for the academic year ($1000.00) per semester. Students must complete the AA or AS degree to qualify. Ten (10) _CC students transferring to CSU will be guaranteed this scholarship which may be renewed for an additional year. However, all financial aid awards must comply with federal and state eligibility requirements. Students receiving the Community College



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Transfer Scholarship must maintain full-time enrollment and a grade point average (GPA) of at least 2.50 (4.00 scale).

Transfer students who have not yet earned the AA or AS degree may be awarded $750.00 per semester. The students must have earned at least 25 credit hours and a 2.70 or better cumulative grade point average from their previous institution(s). Entering students must complete the Federal Financial Aid Form (FAFSA) and the Coppin State scholarship application. A total of fifty students are awarded this renewable scholarship (2 years total) each year.

8. Should either Institution make changes to program requirements, the institution will inform the partner institution as soon as practicable of the modifications, and if practicable of plans to make modifications to program requirements and advise the partner institution of the impact of any changes or proposed changes in a program. (Note: The articulation agreement should be updated to reflect the program changes and forwarded to the Maryland Higher Education Commission.)

**C. Term and Termination**

1. This agreement shall be effective on the day of _____, 2024.

2. Either Institution may, at its sole discretion, terminate this Agreement upon delivering thirty (30) days written notice to the other Institution and the Maryland Higher Education Commission. Those students who have transferred into the receiving institution shall not be affected by the termination of this agreement.

3. Both Institutions agree to meet once every three (3) year(s) to review the terms of this agreement.

**D. Amendment**

1. This Agreement constitutes the entire understanding and agreement of the Institutions with respect to their rights and obligations in carrying out the terms of the Agreement and supersedes any prior or contemporaneous agreements or understandings.

2. This Agreement may be modified only by written amendment executed by both Institutions.

**E. Governing Law**

This Agreement shall be governed by, and construed in accordance with, the laws of the State of Maryland.

**F. Counterparts**

This Agreement may be executed in counterparts, each of which shall be deemed to be an original, but all of which, taken together, shall constitute one and the same agreement.

**G. Notice of Agreement**



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1. The Institutions agree to provide a copy of this Agreement, with any amendments, to the Maryland Higher Education Commission.

2. The Institutions agree to provide copies of this Agreement to all relevant individuals and departments of the Institutions, including but not limited to students, academic department chairs participating in the transfer, office of the president, registrar's office, and financial aid office.

**H. No Third-Party Beneficiaries**

There are no third-party beneficiaries to this Agreement.

**I. Representations and Warranties of the Parties**

Both Institutions represent and warrant that the following shall be true and correct as of the Effective Date of this Agreement, and shall continue to be true and correct during the term of this Agreement:

1. The Institutions are and shall remain in compliance with all applicable federal, state, and local statutes, laws, ordinances, and regulations relating to this Agreement, as amended from time to time.

2. Each Institution has taken all action necessary for the approval and execution of this Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives.

| **BALTIMORE CITY COMM. COLLEGE**: | **COPPIN STATE UNIVERSITY**: |
|---|---|
| By: _____ | By: _____ |
| _____ | Dr. Anthony L. Jenkins |
| _____ | President |
| _____ | _____ |
| Date | Date |

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# ACADEMIC PROGRAM ARTICULATION AGREEMENT

# BETWEEN

# BALTIMORE CITY COMMUNITY COLLEGE

# AND

# COPPIN STATE UNIVERSITY

# REGARDING TRANSFER FROM

# AA IN TEACHER EDUCATION
# TO
# BS IN SPECIAL EDUCATION

This Academic Program Articulation Agreement ("Agreement") is entered into by and between Baltimore Community College (the "Sending Institution") and Coppin State University (the "Receiving Institution") (collectively, the "Institutions") to facilitate the transfer of academic credits from AA in Teacher Education at Baltimore City Community College for the completion of a BS in Special Education at Coppin State University.

## A. Qualifying Students

This Agreement pertains to the transfer of "Qualifying Students", *i.e.*, those students who:
1. Have successfully completed the program at the Sending Institution;
2. Are enrolled in the Sending Institution, in good standing; and
3. Are accepted for admission into the Receiving Institution
4. Earn a grade of "C" or higher in all Math, Science, Reading & Education courses

## B. Responsibilities of the Institutions

The Institutions agree to implement the transfer of Qualifying Students in accordance with applicable law and the following requirements and protocols:

1. A Qualifying Student may transfer from the Transferring Institution into the Receiving Institution for the completion of the Program.

2. Courses that the Receiving School will accept credits towards completion of the Program include those as provided on Attachment A to this agreement.

3. The Receiving Institution shall designate, and shall provide to the Sending Institution, the contact information for a staff person at the Receiving Institution who is responsible for the oversight of the transfer of Qualifying Students. The Sending Institution shall designate, and shall provide to the Receiving Institution, the contact information for a staff person at the Sending Institution who is responsible for the oversight of the transfer of Qualifying Students.

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4. The Receiving Institution shall provide Guaranteed Admission to students from the Sending Institution who meet all admission requirements.

| **BALTIMORE CITY COMM. COLLEGE:** | **COPPIN STATE UNIVERSITY:** |
|---|---|
| _____<br>_____<br>_____<br>_____ | Dr. Chanta Haywood<br>Provost & VP, Academic Affairs<br>chhaywood@coppin.edu<br>(410) 951-3010 |

Both Institutions agree that should the staff person or position change at an institution the institution will promptly provide new contact information to the partner institution and inform the Maryland Higher Education Commission of the change.

Secondary contact information:

| **BALTIMORE CITY COMM. COLLEGE:** | **COPPIN STATE UNIVERSITY:** |
|---|---|
| _____<br>_____<br>_____<br>_____ | Dr. Leontye L. Lewis<br>Dean, College of Arts & Sciences and Education<br>llewis@coppin.edu<br>(410) 951-1297 |

5. If the Qualifying Student is using federal Title 38 VA Education Benefits (GI Bill® Education Benefits), the Institutions agree to adhere to applicable U.S. Department of Veterans Affairs' regulations, including the regulations governing the awarding prior credit, as regulated under Title 38, Code of Federal Regulations, Sections 21.4253(d)(3) and 21.4254(c)(4).

6. Each Institution agrees to adhere to applicable transfer requirements set forth in the Annotated Code of Maryland and the Code of Maryland Regulations.

7. Each Institution agrees to advise students of transfer opportunities under this Agreement, and to advise students of financial aid opportunities and implications associated with the transfer of credits from the sending to the receiving institution.

**Community College Transfer Scholarship**
Students transferring from Baltimore City Community College to Coppin may be eligible for the Transfer Scholarships offered by Coppin. The Office of Admissions identifies qualified transfer students for the Transfer Scholarship. Entering students must complete the Federal Financial Aid Form (FAFSA) and the Coppin State scholarship application. This merit-based scholarship provides an award of $2000.00 for the academic year ($1000.00) per semester. Students must complete the AA or AS degree to qualify. Ten (10) _CC students transferring to CSU will be guaranteed this scholarship which may be renewed for an additional year. However, all financial aid awards must comply with federal and state eligibility requirements. Students receiving the Community College



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Transfer Scholarship must maintain full-time enrollment and a grade point average (GPA) of at least 2.50 (4.00 scale).

Transfer students who have not yet earned the AA or AS degree may be awarded $750.00 per semester. The students must have earned at least 25 credit hours and a 2.70 or better cumulative grade point average from their previous institution(s). Entering students must complete the Federal Financial Aid Form (FAFSA) and the Coppin State scholarship application. A total of fifty students are awarded this renewable scholarship (2 years total) each year.

8. Should either Institution make changes to program requirements, the institution will inform the partner institution as soon as practicable of the modifications, and if practicable of plans to make modifications to program requirements and advise the partner institution of the impact of any changes or proposed changes in a program. (Note: The articulation agreement should be updated to reflect the program changes and forwarded to the Maryland Higher Education Commission.)

**C. Term and Termination**

1. This agreement shall be effective on the day of _____, 2024.

2. Either Institution may, at its sole discretion, terminate this Agreement upon delivering thirty (30) days written notice to the other Institution and the Maryland Higher Education Commission. Those students who have transferred into the receiving institution shall not be affected by the termination of this agreement.

3. Both Institutions agree to meet once every three (3) year(s) to review the terms of this agreement.

**D. Amendment**

1. This Agreement constitutes the entire understanding and agreement of the Institutions with respect to their rights and obligations in carrying out the terms of the Agreement and supersedes any prior or contemporaneous agreements or understandings.

2. This Agreement may be modified only by written amendment executed by both Institutions.

**E. Governing Law**

This Agreement shall be governed by, and construed in accordance with, the laws of the State of Maryland.

**F. Counterparts**

This Agreement may be executed in counterparts, each of which shall be deemed to be an original, but all of which, taken together, shall constitute one and the same agreement.

**G. Notice of Agreement**

1. The Institutions agree to provide a copy of this Agreement, with any amendments, to the Maryland Higher Education Commission.

2. The Institutions agree to provide copies of this Agreement to all relevant individuals and departments of the Institutions, including but not limited to students, academic department chairs participating in the transfer, office of the president, registrar's office, and financial aid office.

**H. No Third-Party Beneficiaries**

There are no third-party beneficiaries to this Agreement.

**I. Representations and Warranties of the Parties**

Both Institutions represent and warrant that the following shall be true and correct as of the Effective Date of this Agreement, and shall continue to be true and correct during the term of this Agreement:

1. The Institutions are and shall remain in compliance with all applicable federal, state, and local statutes, laws, ordinances, and regulations relating to this Agreement, as amended from time to time.

2. Each Institution has taken all action necessary for the approval and execution of this Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives.

| **BALTIMORE CITY COMM. COLLEGE**: | **COPPIN STATE UNIVERSITY**: |
|---|---|
| By: _____ | By: _____ |
| _____ | Dr. Anthony L. Jenkins |
| _____ | President |
| _____ | _____ |
| Date | Date |

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# ACADEMIC PROGRAM ARTICULATION AGREEMENT

# BETWEEN

# BALTIMORE CITY COMMUNITY COLLEGE

# AND

# COPPIN STATE UNIVERSITY

# REGARDING TRANSFER FROM

# AAS IN EARLY CHILDHOOD EDUCATION
# TO
# BS IN EARLY CHILDHOOD EDUCATION – HUMAN DEVELOPMENT

This Academic Program Articulation Agreement ("Agreement") is entered into by and between Baltimore Community College (the "Sending Institution") and Coppin State University (the "Receiving Institution") (collectively, the "Institutions") to facilitate the transfer of academic credits from AAS in Early Childhood Education at Baltimore City Community College for the completion of a BS in Early Childhood Education – Human Development at Coppin State University.

## A. Qualifying Students

This Agreement pertains to the transfer of "Qualifying Students", *i.e.*, those students who:
1. Have successfully completed the program at the Sending Institution;
2. Are enrolled in the Sending Institution, in good standing; and
3. Are accepted for admission into the Receiving Institution
4. Earn a grade of "C" or higher in all Math, Science, Reading & Education courses

## B. Responsibilities of the Institutions

The Institutions agree to implement the transfer of Qualifying Students in accordance with applicable law and the following requirements and protocols:

1. A Qualifying Student may transfer from the Transferring Institution into the Receiving Institution for the completion of the Program.

2. Courses that the Receiving School will accept credits towards completion of the Program include those as provided on Attachment A to this agreement.

3. The Receiving Institution shall designate, and shall provide to the Sending Institution, the contact information for a staff person at the Receiving Institution who is responsible for the oversight of the transfer of Qualifying Students. The Sending Institution shall designate, and shall provide to the Receiving Institution, the contact information for a staff person at the Sending Institution who is responsible for the oversight of the transfer of Qualifying Students.

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4. The Receiving Institution shall provide Guaranteed Admission to students from the Sending Institution who meet all admission requirements.

**BALTIMORE CITY COMM. COLLEGE:**

_____
_____
_____
_____

**COPPIN STATE UNIVERSITY:**

Dr. Chanta Haywood
Provost & VP, Academic Affairs
chhaywood@coppin.edu
(410) 951-3010

Both Institutions agree that should the staff person or position change at an institution the institution will promptly provide new contact information to the partner institution and inform the Maryland Higher Education Commission of the change.

Secondary contact information:

**BALTIMORE CITY COMM. COLLEGE:**

_____
_____
_____
_____

**COPPIN STATE UNIVERSITY:**

Dr. Leontye L. Lewis
Dean, College of Arts & Sciences and Education
llewis@coppin.edu
(410) 951-1297

5. If the Qualifying Student is using federal Title 38 VA Education Benefits (GI Bill® Education Benefits), the Institutions agree to adhere to applicable U.S. Department of Veterans Affairs' regulations, including the regulations governing the awarding prior credit, as regulated under Title 38, Code of Federal Regulations, Sections 21.4253(d)(3) and 21.4254(c)(4).

6. Each Institution agrees to adhere to applicable transfer requirements set forth in the Annotated Code of Maryland and the Code of Maryland Regulations.

7. Each Institution agrees to advise students of transfer opportunities under this Agreement, and to advise students of financial aid opportunities and implications associated with the transfer of credits from the sending to the receiving institution.

**Community College Transfer Scholarship**
Students transferring from Baltimore City Community College to Coppin may be eligible for the Transfer Scholarships offered by Coppin. The Office of Admissions identifies qualified transfer students for the Transfer Scholarship. Entering students must complete the Federal Financial Aid Form (FAFSA) and the Coppin State scholarship application. This merit-based scholarship provides an award of $2000.00 for the academic year ($1000.00) per semester. Students must complete the AA or AS degree to qualify. Ten (10) _CC students transferring to CSU will be guaranteed this scholarship which may be renewed for an additional year. However, all financial aid awards must



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comply with federal and state eligibility requirements. Students receiving the Community College Transfer Scholarship must maintain full-time enrollment and a grade point average (GPA) of at least 2.50 (4.00 scale).

Transfer students who have not yet earned the AA or AS degree may be awarded $750.00 per semester. The students must have earned at least 25 credit hours and a 2.70 or better cumulative grade point average from their previous institution(s). Entering students must complete the Federal Financial Aid Form (FAFSA) and the Coppin State scholarship application. A total of fifty students are awarded this renewable scholarship (2 years total) each year.

8. Should either Institution make changes to program requirements, the institution will inform the partner institution as soon as practicable of the modifications, and if practicable of plans to make modifications to program requirements and advise the partner institution of the impact of any changes or proposed changes in a program. (Note: The articulation agreement should be updated to reflect the program changes and forwarded to the Maryland Higher Education Commission.)

**C. Term and Termination**

1. This agreement shall be effective on the day of _____, 2024.

2. Either Institution may, at its sole discretion, terminate this Agreement upon delivering thirty (30) days written notice to the other Institution and the Maryland Higher Education Commission. Those students who have transferred into the receiving institution shall not be affected by the termination of this agreement.

3. Both Institutions agree to meet once every three (3) year(s) to review the terms of this agreement.

**D. Amendment**

1. This Agreement constitutes the entire understanding and agreement of the Institutions with respect to their rights and obligations in carrying out the terms of the Agreement and supersedes any prior or contemporaneous agreements or understandings.

2. This Agreement may be modified only by written amendment executed by both Institutions.

**E. Governing Law**

This Agreement shall be governed by, and construed in accordance with, the laws of the State of Maryland.

**F. Counterparts**

This Agreement may be executed in counterparts, each of which shall be deemed to be an original, but all of which, taken together, shall constitute one and the same agreement.

**G. Notice of Agreement**



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1. The Institutions agree to provide a copy of this Agreement, with any amendments, to the Maryland Higher Education Commission.

2. The Institutions agree to provide copies of this Agreement to all relevant individuals and departments of the Institutions, including but not limited to students, academic department chairs participating in the transfer, office of the president, registrar's office, and financial aid office.

**H. No Third-Party Beneficiaries**

There are no third-party beneficiaries to this Agreement.

**I. Representations and Warranties of the Parties**

Both Institutions represent and warrant that the following shall be true and correct as of the Effective Date of this Agreement, and shall continue to be true and correct during the term of this Agreement:

1. The Institutions are and shall remain in compliance with all applicable federal, state, and local statutes, laws, ordinances, and regulations relating to this Agreement, as amended from time to time.

2. Each Institution has taken all action necessary for the approval and execution of this Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives.

| **BALTIMORE CITY COMM COLLEGE**: | **COPPIN STATE UNIVERSITY**: |
|---|---|
| By: _____ | By: _____ |
| _____ | Dr. Anthony L. Jenkins |
| _____ | President |
| _____ | _____ |
| Date | Date |

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Exhibit 4.5

**ACADEMIC PROGRAM ARTICULATION AGREEMENT**

**BETWEEN**

**BALTIMORE CITY COMMUNITY COLLEGE**

**AND**

**COPPIN STATE UNIVERSITY**

**REGARDING TRANSFER FROM**

**AAT IN ELEMENTARY EDUCATION/GENERIC SPECIAL EDUCATION**
**TO**
**BS IN ELEMENTARY EDUCATION**

This Academic Program Articulation Agreement ("Agreement") is entered into by and between Baltimore Community College (the "Sending Institution") and Coppin State University (the "Receiving Institution") (collectively, the "Institutions") to facilitate the transfer of academic credits from AAT in Elementary Education/Generic Special Education at Baltimore City Community College for the completion of a BS in Elementary Education at Coppin State University.

**A. Qualifying Students**

This Agreement pertains to the transfer of "Qualifying Students", *i.e.*, those students who:
1. Have successfully completed the program at the Sending Institution;
2. Are enrolled in the Sending Institution, in good standing; and
3. Are accepted for admission into the Receiving Institution
4. Earn a grade of "C" or higher in all Math, Science, Reading & Education courses

**B. Responsibilities of the Institutions**

The Institutions agree to implement the transfer of Qualifying Students in accordance with applicable law and the following requirements and protocols:

1. A Qualifying Student may transfer from the Transferring Institution into the Receiving Institution for the completion of the Program.

2. Courses that the Receiving School will accept credits towards completion of the Program include those as provided on Attachment A to this agreement.

3. The Receiving Institution shall designate, and shall provide to the Sending Institution, the contact information for a staff person at the Receiving Institution who is responsible for the oversight of the transfer of Qualifying Students. The Sending Institution shall designate, and shall provide to the Receiving Institution, the contact information for a staff person at the Sending Institution who is responsible for the oversight of the transfer of Qualifying Students.

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4. The Receiving Institution shall provide Guaranteed Admission to students from the Sending Institution who meet all admission requirements.

| **BALTIMORE CITY COMM. COLLEGE:** | **COPPIN STATE UNIVERSITY:** |
|---|---|
| _____<br>_____<br>_____<br>_____ | Dr. Chanta Haywood<br>Provost & VP, Academic Affairs<br>chhaywood@coppin.edu<br>(410) 951-3010 |

Both Institutions agree that should the staff person or position change at an institution the institution will promptly provide new contact information to the partner institution and inform the Maryland Higher Education Commission of the change.

Secondary contact information:

| **BALTIMORE CITY COMM. COLLEGE:** | **COPPIN STATE UNIVERSITY:** |
|---|---|
| _____<br>_____<br>_____<br>_____ | Dr. Leontye L. Lewis<br>Dean, College of Arts & Sciences and Education<br>llewis@coppin.edu<br>(410) 951-1297 |

5. If the Qualifying Student is using federal Title 38 VA Education Benefits (GI Bill® Education Benefits), the Institutions agree to adhere to applicable U.S. Department of Veterans Affairs' regulations, including the regulations governing the awarding prior credit, as regulated under Title 38, Code of Federal Regulations, Sections 21.4253(d)(3) and 21.4254(c)(4).

6. Each Institution agrees to adhere to applicable transfer requirements set forth in the Annotated Code of Maryland and the Code of Maryland Regulations.

7. Each Institution agrees to advise students of transfer opportunities under this Agreement, and to advise students of financial aid opportunities and implications associated with the transfer of credits from the sending to the receiving institution.

**Community College Transfer Scholarship**
Students transferring from Baltimore City Community College to Coppin may be eligible for the Transfer Scholarships offered by Coppin. The Office of Admissions identifies qualified transfer students for the Transfer Scholarship. Entering students must complete the Federal Financial Aid Form (FAFSA) and the Coppin State scholarship application. This merit-based scholarship provides an award of $2000.00 for the academic year ($1000.00) per semester. Students must complete the AA or AS degree to qualify. Ten (10) _CC students transferring to CSU will be guaranteed this scholarship which may be renewed for an additional year. However, all financial aid awards must comply with federal and state eligibility requirements. Students receiving the Community College



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Transfer Scholarship must maintain full-time enrollment and a grade point average (GPA) of at least 2.50 (4.00 scale).

Transfer students who have not yet earned the AA or AS degree may be awarded $750.00 per semester. The students must have earned at least 25 credit hours and a 2.70 or better cumulative grade point average from their previous institution(s). Entering students must complete the Federal Financial Aid Form (FAFSA) and the Coppin State scholarship application. A total of fifty students are awarded this renewable scholarship (2 years total) each year.

8. Should either Institution make changes to program requirements, the institution will inform the partner institution as soon as practicable of the modifications, and if practicable of plans to make modifications to program requirements and advise the partner institution of the impact of any changes or proposed changes in a program. (Note: The articulation agreement should be updated to reflect the program changes and forwarded to the Maryland Higher Education Commission.)

**C. Term and Termination**

1. This agreement shall be effective on the day of _____, 2024.

2. Either Institution may, at its sole discretion, terminate this Agreement upon delivering thirty (30) days written notice to the other Institution and the Maryland Higher Education Commission. Those students who have transferred into the receiving institution shall not be affected by the termination of this agreement.

3. Both Institutions agree to meet once every three (3) year(s) to review the terms of this agreement.

**D. Amendment**

1. This Agreement constitutes the entire understanding and agreement of the Institutions with respect to their rights and obligations in carrying out the terms of the Agreement and supersedes any prior or contemporaneous agreements or understandings.

2. This Agreement may be modified only by written amendment executed by both Institutions.

**E. Governing Law**

This Agreement shall be governed by, and construed in accordance with, the laws of the State of Maryland.

**F. Counterparts**

This Agreement may be executed in counterparts, each of which shall be deemed to be an original, but all of which, taken together, shall constitute one and the same agreement.

**G. Notice of Agreement**



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1. The Institutions agree to provide a copy of this Agreement, with any amendments, to the Maryland Higher Education Commission.

2. The Institutions agree to provide copies of this Agreement to all relevant individuals and departments of the Institutions, including but not limited to students, academic department chairs participating in the transfer, office of the president, registrar's office, and financial aid office.

**H. No Third-Party Beneficiaries**

There are no third-party beneficiaries to this Agreement.

**I. Representations and Warranties of the Parties**

Both Institutions represent and warrant that the following shall be true and correct as of the Effective Date of this Agreement, and shall continue to be true and correct during the term of this Agreement:

1. The Institutions are and shall remain in compliance with all applicable federal, state, and local statutes, laws, ordinances, and regulations relating to this Agreement, as amended from time to time.

2. Each Institution has taken all action necessary for the approval and execution of this Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives.

| **BALTIMORE CITY COMM. COLLEGE**: | **COPPIN STATE UNIVERSITY**: |
|---|---|
| By: _____ | By: _____ |
| _____ | Dr. Anthony L. Jenkins |
| _____ | President |
| _____ | _____ |
| Date | Date |

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# ACADEMIC PROGRAM ARTICULATION AGREEMENT

# BETWEEN

# BALTIMORE CITY COMMUNITY COLLEGE

# AND

# COPPIN STATE UNIVERSITY

# REGARDING TRANSFER FROM

# AAT IN ELEMENTARY EDUCATION/GENERIC SPECIAL EDUCATION
# TO
# BS IN SPECIAL EDUCATION

This Academic Program Articulation Agreement ("Agreement") is entered into by and between Baltimore Community College (the "Sending Institution") and Coppin State University (the "Receiving Institution") (collectively, the "Institutions") to facilitate the transfer of academic credits from AAT in Elementary Education/Generic Special Education at Baltimore City Community College for the completion of a BS in Special Education at Coppin State University.

## A. Qualifying Students

This Agreement pertains to the transfer of "Qualifying Students", *i.e.*, those students who:
1. Have successfully completed the program at the Sending Institution;
2. Are enrolled in the Sending Institution, in good standing; and
3. Are accepted for admission into the Receiving Institution
4. Earn a grade of "C" or higher in all Math, Science, Reading & Education courses

## B. Responsibilities of the Institutions

The Institutions agree to implement the transfer of Qualifying Students in accordance with applicable law and the following requirements and protocols:

1. A Qualifying Student may transfer from the Transferring Institution into the Receiving Institution for the completion of the Program.

2. Courses that the Receiving School will accept credits towards completion of the Program include those as provided on Attachment A to this agreement.

3. The Receiving Institution shall designate, and shall provide to the Sending Institution, the contact information for a staff person at the Receiving Institution who is responsible for the oversight of the transfer of Qualifying Students. The Sending Institution shall designate, and shall provide to the Receiving Institution, the contact information for a staff person at the Sending Institution who is responsible for the oversight of the transfer of Qualifying Students.

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4. The Receiving Institution shall provide Guaranteed Admission to students from the Sending Institution who meet all admission requirements.

**BALTIMORE CITY COMM. COLLEGE:**

_____
_____
_____
_____

**COPPIN STATE UNIVERSITY:**

Dr. Chanta Haywood
Provost & VP, Academic Affairs
chhaywood@coppin.edu
(410) 951-3010

Both Institutions agree that should the staff person or position change at an institution the institution will promptly provide new contact information to the partner institution and inform the Maryland Higher Education Commission of the change.

Secondary contact information:

**BALTIMORE CITY COMM. COLLEGE:**

_____
_____
_____
_____

**COPPIN STATE UNIVERSITY:**

Dr. Leontye L. Lewis
Dean, College of Arts & Sciences and Education
llewis@coppin.edu
(410) 951-1297

5. If the Qualifying Student is using federal Title 38 VA Education Benefits (GI Bill® Education Benefits), the Institutions agree to adhere to applicable U.S. Department of Veterans Affairs' regulations, including the regulations governing the awarding prior credit, as regulated under Title 38, Code of Federal Regulations, Sections 21.4253(d)(3) and 21.4254(c)(4).

6. Each Institution agrees to adhere to applicable transfer requirements set forth in the Annotated Code of Maryland and the Code of Maryland Regulations.

7. Each Institution agrees to advise students of transfer opportunities under this Agreement, and to advise students of financial aid opportunities and implications associated with the transfer of credits from the sending to the receiving institution.

**Community College Transfer Scholarship**
Students transferring from Baltimore City Community College to Coppin may be eligible for the Transfer Scholarships offered by Coppin. The Office of Admissions identifies qualified transfer students for the Transfer Scholarship. Entering students must complete the Federal Financial Aid Form (FAFSA) and the Coppin State scholarship application. This merit-based scholarship provides an award of $2000.00 for the academic year ($1000.00) per semester. Students must complete the AA or AS degree to qualify. Ten (10) _CC students transferring to CSU will be guaranteed this scholarship which may be renewed for an additional year. However, all financial aid awards must comply with federal and state eligibility requirements. Students receiving the Community College



DRAFT

Transfer Scholarship must maintain full-time enrollment and a grade point average (GPA) of at least 2.50 (4.00 scale).

Transfer students who have not yet earned the AA or AS degree may be awarded $750.00 per semester. The students must have earned at least 25 credit hours and a 2.70 or better cumulative grade point average from their previous institution(s). Entering students must complete the Federal Financial Aid Form (FAFSA) and the Coppin State scholarship application. A total of fifty students are awarded this renewable scholarship (2 years total) each year.

8. Should either Institution make changes to program requirements, the institution will inform the partner institution as soon as practicable of the modifications, and if practicable of plans to make modifications to program requirements and advise the partner institution of the impact of any changes or proposed changes in a program. (Note: The articulation agreement should be updated to reflect the program changes and forwarded to the Maryland Higher Education Commission.)

**C. Term and Termination**

1. This agreement shall be effective on the day of _____, 2024.

2. Either Institution may, at its sole discretion, terminate this Agreement upon delivering thirty (30) days written notice to the other Institution and the Maryland Higher Education Commission. Those students who have transferred into the receiving institution shall not be affected by the termination of this agreement.

3. Both Institutions agree to meet once every three (3) year(s) to review the terms of this agreement.

**D. Amendment**

1. This Agreement constitutes the entire understanding and agreement of the Institutions with respect to their rights and obligations in carrying out the terms of the Agreement and supersedes any prior or contemporaneous agreements or understandings.

2. This Agreement may be modified only by written amendment executed by both Institutions.

**E. Governing Law**

This Agreement shall be governed by, and construed in accordance with, the laws of the State of Maryland.

**F. Counterparts**

This Agreement may be executed in counterparts, each of which shall be deemed to be an original, but all of which, taken together, shall constitute one and the same agreement.

**G. Notice of Agreement**



DRAFT

1. The Institutions agree to provide a copy of this Agreement, with any amendments, to the Maryland Higher Education Commission.

2. The Institutions agree to provide copies of this Agreement to all relevant individuals and departments of the Institutions, including but not limited to students, academic department chairs participating in the transfer, office of the president, registrar's office, and financial aid office.

**H. No Third-Party Beneficiaries**

There are no third-party beneficiaries to this Agreement.

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Both Institutions represent and warrant that the following shall be true and correct as of the Effective Date of this Agreement, and shall continue to be true and correct during the term of this Agreement:

1. The Institutions are and shall remain in compliance with all applicable federal, state, and local statutes, laws, ordinances, and regulations relating to this Agreement, as amended from time to time.

2. Each Institution has taken all action necessary for the approval and execution of this Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives.

| **BALTIMORE CITY COMM. COLLEGE**: | **COPPIN STATE UNIVERSITY**: |
|---|---|
| By: _____ | By: _____ |
| _____ | Dr. Anthony L. Jenkins |
| _____ | President |
| _____ | _____ |
| Date | Date |

DRAFT

BCCC
Baltimore City Community College

## BCCC ASSOCIATE OF ARTS AND SCIENCES TRANSFER SCIENCE AREA OF CONCENTRATION

Students transferring from BCCC with a conferred Associate of Arts or Associate of Science degree will have the General Education Requirement (Gen Ed) block of courses met at UMGC (*A.A.S. degrees not included*). See community college advisor for course sequencing.

UNIVERSITY OF MARYLAND GLOBAL CAMPUS

Exhibit 4.6

## UMGC BACHELOR OF SCIENCE IN LABORATORY MANAGEMENT

UMGC Maryland Community College Alliances

Degree requirements may change based on date of initial enrollment at UMGC.

| CREDITS | BALTIMORE CITY COMMUNITY COLLEGE Requirements for Associate's Degree | UNIVERSITY OF MARYLAND GLOBAL CAMPUS Requirements for Bachelor's Degree |
|---|---|---|
| 1 | PRE 100 Gen Ed requirement | Elective |
| 2 | CLT 100 Gen Ed requirement | Elective |
| 4 | CHE 101 Program requirement | CHEM 103 (elective; Major Related Science) |
| 4 | MAT 128 Gen Ed requirement | MATH 107 (Gen Ed Mathematics) |
| 4 | BIO 102 Gen Ed requirement | BIOL 105 (Gen Ed Biological & Physical Lab Science; prereq. to BIOL 325) |
| 3 | ENG 101 Gen Ed requirement | WRTG 111 (Gen Ed Communications) |
| 4 | MAT 129 Program requirement | MATH 108 (elective) |
| 4 | CHE 102 Program requirement | ♦ CHEM 113 (Major Required Science Lecture and Lab) |
| 3 | SPE 101 Gen Ed requirement | SPCH 100 (Gen Ed Communications) |
| 1 | HLF elective | Elective |
| 4 | CHE 213 or BIO 202 Program requirement | ♦ CHEM 233 or BIOL 201 (Major Required Science Lecture and Lab) |
| 3 | PSY 101 Gen Ed requirement | PSYC 100 (Gen Ed Behavioral and Social Science) |
| 4 | BIO 212 recom'd Program requirement | BIOL 230 (Gen Ed Biological & Physical Lab Science) |
| 4 | PHY 101 Program requirement | ♦ PHYS 121 (Major Required Science Lecture and Lab) |
| 4 | CHE 214 or BIO 203 Program requirement | ♦ CHEM 243 or BIOL 202 (Major Required Science Lecture) |
| 3 | SOC 101 Gen Ed requirement | SOCY 100 (Gen Ed Behavioral and Social Science) |
| 1 | HLF elective | Elective |
| 4 | Any Science Gen Ed requirement | Science elective (Major Related Science) |
| 3 | Arts and Humanities Gen Ed requirement | Gen Ed Arts and Humanities |
| **60** | **Total Credits Transferred** | **Total Credits Transferred** |

| REMAINING REQUIREMENTS FOR BACHELOR'S DEGREE | CREDITS |
|---|---|
| LIBS 150 Introduction to Research or any Gen Ed credit (to be fulfilled with 1 Gen Ed credit from BCCC) | --- |
| PACE 111S Program and Career Exploration in Health and Sciences or any PACE 111 | 3 |
| IFSM 201 Concepts and Applications of Information Technology or any Gen Ed Computing | 3 |
| WRTG 112 Academic Writing II (Gen Ed Communications; *must be completed with C- or better*) | 3 |
| HIST 125 Technological Transformations or any Gen Ed Arts & Humanities | 3 |
| WRTG 391 Advanced Research Writing or any upper-level advanced writing Gen Ed Communications | 3UL |
| ♦ BIOL 325 Inquiries in Biological Science (required for the major) | 3UL |
| Elective (avoid duplication of science credit – see note ~) | 3 |
| ♦ BMGT 364 Management and Organization Theory (required for the major) | 3UL |
| Elective (avoid duplication of science credit – see note ~) | 3 |
| ♦ FINC 331 Finance for the Nonfinancial Manager (required for the major) | 3UL |
| Elective (avoid duplication of science credit – see note ~) | 3 |
| ♦ NSCI 301 Laboratory Management and Safety (required for the major) | 3UL |
| Elective (avoid duplication of science credit – see note ~) | 3 |
| Elective (avoid duplication of science credit – see note ~) | 3 |
| ♦ BIOL 486B Workplace Learning in Biology or two 3-cr. BIOL 486A (required for the major) | 6UL |
| Elective (avoid duplication of science credit – see note ~) | 3 |
| Elective (avoid duplication of science credit – see note ~) | 3 |
| ♦ BIOL 495 Life Sciences Capstone (required capstone for the major) | 3UL |
| Elective (avoid duplication of science credit – see note ~) | 3 |
| **TOTAL CREDITS REMAINING AT UMGC** | **60** |

**NOTES:** Minimum of 120 credits, including 30 with UMGC of which at least 15 must be upper-level (courses numbered 300-499), are required for the bachelor's degree with a UMGC grade point average (GPA) of 2.0 (C) or higher / At least one-half of the credits within the major and minor must be comprised of: a. traditional college courses earning a grade (except for the CJLE major); b. UMGC resident coursework (except for the APTC, CJLE, and GECU majors, which require only the major capstone as UMGC resident credit) / No course within the major or minor below the grade of C (2.0) / UMGC does not accept grades below a C (2.0) in transfer from schools outside of the University System of Maryland and the Maryland community colleges (except WRTG 112 which must be completed with a grade of C- (1.67) or better from all schools) / Maximum of 70 transfer credits to UMGC from two-year or community colleges & maximum of 90 transfer credits from all sources combined (actual number of transfer credits dependent on meeting all UMGC bachelor's degree requirements) / ♦[1] = Course in major at UMGC / **UL**[2] = Upper-level course (numbered 300-499) / ~[3] = Considered duplicate science credit: BIOL 230 and BIOL 302; BIOL 220 and a general genetics transfer course; BIOL 101 and BIOL 103; CHEM 103, CHEM 121, and CHEM 297

[1] ♦ Course in major at UMGC
[2] UL Upper-level course (numbered 300-499)
[3] ~ Considered duplicate science credit

BCCC
Baltimore City Community College

## BCCC ASSOCIATE OF ARTS IN GENERAL STUDIES

Students transferring from BCCC with a conferred Associate of Arts or Associate of Science degree will have the General Education Requirement (Gen Ed) block of courses met at UMGC (A.A.S. degrees not included). See community college advisor for course sequencing.

UNIVERSITY OF MARYLAND GLOBAL CAMPUS

Exhibit 4.6

## UMGC BACHELOR OF SCIENCE IN GENERAL STUDIES

**UMGC Maryland Community College Alliances**

Degree requirements may change based on date of initial enrollment at UMGC.

| CREDITS | BALTIMORE CITY COMMUNITY COLLEGE<br>Requirements for Associate's Degree | UNIVERSITY OF MARYLAND GLOBAL CAMPUS<br>Requirements for Bachelor's Degree |
|---|---|---|
| 1 | PRE 100 Institutional requirement | Elective |
| 3 | ENG 101 Gen Ed requirement | WRTG 111 (Gen Ed Communications) |
| 3 | HIS 101, 110, or 151 HIS-Elect (sequence 1; **same discipline #1**) | ♦ HIST course (**1st course in 1st discipline**; required for the major) |
| 2 | CLT 100 Program requirement | CMST elective |
| 3 | Arts and Humanities Gen Ed requirement | Gen Ed Arts & Humanities |
| 3 | Mathematics Gen Ed requirement | Gen Ed Mathematics |
| 3 | ENG 102 Gen Ed requirement | WRTG 112 (Gen Ed Communications; *must be completed with C- or better*) |
| 3 | HIS 102, 111, or 152 HIS-Elect (sequence 2; **same discipline #1**) | ♦ HIST course (**2nd course in 1st discipline**; required for the major) |
| 1 | Health and Life Fitness requirement | Elective |
| 4 | Biological and Physical Sciences w/ Lab Gen Ed requirement | Gen Ed Biological & Physical Lab Science |
| 3 | Social and Behavioral Sciences Gen Ed requirement (not HIS) | Gen Ed Behavioral & Social Science |
| 3 | SPE 101 Gen Ed requirement | SPCH 100 (Gen Ed Communications) |
| 1 | Health and Life Fitness requirement | Elective |
| 3 | PHI 101 Gen Ed requirement (**same discipline #2**) | ♦PHIL 100 (**1st course in 2nd discipline;** required for the major) |
| 3 | Social and Behavioral Sciences Gen Ed requirement (not HIS) | Gen Ed Behavioral & Social Science |
| 3 | Biological and Physical Sciences w/ out Lab Gen Ed req. | Gen Ed Biological & Physical Science |
| 3 | Open elective | ♦ Course in any-discipline (required for the major) |
| 3 | SOC 150 or SOC 240 Gen Ed elective | SOCY elective |
| 3 | HUM 202, HUM 205, or HUM 207 Gen Ed elective | HUMN elective |
| 3 | Arts and Humanities Gen Ed requirement | Gen Ed Arts and Humanities |
| 3 | Gen Ed elective (**same discipline #2**; e.g., PHI) | ♦ **2nd course in 2nd discipline** (required for the major; e.g., PHIL) |
| 3 | CIS 109 recom'd Open elective | IFSM 201 (Gen Ed Computing) |
| **60** | **Total Credits Transferred** | **Total Credits Transferred** |

| REMAINING REQUIREMENTS FOR BACHELOR'S DEGREE | CREDITS |
|---|---|
| LIBS 150 Introduction to Research or any Gen Ed credit (to be fulfilled with 1 Gen Ed credit from BCCC) | --- |
| PACE 111M Program and Career Exploration in Multidisciplinary Studies or any PACE 111 | 3 |
| Elective | 3 |
| WRTG 393 Advanced Technical Writing or any upper-level writing (Gen Ed Communications) | 3UL |
| Elective | 3 |
| ♦ Major required course (may be in any discipline) | 3 |
| Elective | 3 |
| ♦ Major required course (may be in any discipline) | 3 |
| Elective | 3 |
| Elective (must be taken upper-level) | 3UL |
| Elective | 3 |
| ♦ Major required course (may be in any discipline) | 3 |
| Elective | 3 |
| Elective (must be taken upper-level) | 3UL |
| Elective | 3 |
| ♦ Major required course (may be in any discipline) | 3 |
| Elective | 3 |
| Elective (must be taken upper-level) | 3UL |
| Elective | 3 |
| ♦ CAPL 495 General Studies Capstone (required capstone for the major) | 3UL |
| Elective | 3 |
| **TOTAL CREDITS REMAINING AT UMGC** | **60** |

**NOTES:** Minimum of 120 credits, including 30 with UMGC of which at least 15 must be upper-level (courses numbered 300-499), are required for the bachelor's degree with a UMGC grade point average (GPA) of 2.0 (C) or higher / At least one-half of the credits within the major and minor must be comprised of: a. traditional college courses earning a grade (except for the CJLE major); b. UMGC resident coursework (except for the APTC, CJLE, and GECU majors, which require only the major capstone as UMGC resident credit) / No course within the major or minor below the grade of C (2.0) / UMGC does not accept grades below a C (2.0) in transfer from schools outside of the University System of Maryland and the Maryland community colleges (except WRTG 112 which must be completed with a grade of C- (1.67) or better from all schools) / Maximum of 70 transfer credits to UMGC from two-year or community colleges & maximum of 90 transfer credits from all sources combined (actual number of transfer credits dependent on meeting all UMGC bachelor's degree requirements) / ♦[1] = Course in major at UMGC / *[2] = Lower-level course meets content requirement of upper-level course but does not transfer as upper-level / **UL**[3] = Upper-level course (numbered 300-499)

[1] ♦ Course in major at UMGC
[2] * Lower-level course meets content requirement of upper-level course but does not transfer as upper-level
[3] UL Upper-level course (numbered 300-499)

BCCC Baltimore City Community College

UNIVERSITY OF MARYLAND GLOBAL CAMPUS

Exhibit 4.6

## BCCC ASSOCIATE OF APPLIED SCIENCE IN ACCOUNTING

Students transferring from BCCC with a conferred Associate of Arts or Associate of Science degree will have the General Education Requirement (Gen Ed) block of courses met at UMGC (*A.A.S. degrees not included*). See community college advisor for course sequencing.

## UMGC BACHELOR OF SCIENCE IN ACCOUNTING

**UMGC Maryland Community College Alliances**

Degree requirements may change based on date of initial enrollment at UMGC.

| CREDITS | BALTIMORE CITY COMMUNITY COLLEGE<br>Requirements for Associate's Degree | UNIVERSITY OF MARYLAND GLOBAL CAMPUS<br>Requirements for Bachelor's Degree |
|---|---|---|
| 1 | PRE 100 Institutional requirement | Elective |
| 3 | ACT 221 Program requirement | ♦ ACCT 220 (required for the major) |
| 3 | BUA 100 Program requirement | BMGT 110 (elective) |
| 3 | ENG 101 Gen Ed requirement | WRTG 111 (Gen Ed Communications) |
| 3 | ECO 201 Gen Ed requirement | ECON 201 (Gen Ed Behavioral & Social Science; related req. to the major) |
| 3 | MAT 107 recom'd Mathematics Gen Ed requirement | STAT 200 (Gen Ed Mathematics; related requirement to the major) |
| 3 | ACT 222 Program requirement | ♦ ACCT 221 (required for the major) |
| 3 | BUA 112 Program requirement | IFSM elective (Gen Ed Computing) |
| 3 | MGM 180 Program requirement | FINC 321* (elective) |
| 3 | Arts and Humanities Gen Ed requirement | Gen Ed Arts & Humanities |
| 3 | SPE 101 Gen Ed requirement | SPCH 100 (Gen Ed Communications) |
| 3 | ACT 230 Program requirement | ♦ ACCT 310* (required for the major) |
| 3 | ACT 235 Program requirement | ♦ ACCT 321* (required for the major) |
| 3 | ECO 202 Gen Ed requirement | ECON 203 (Gen Ed Behavioral & Social Science; related req. to the major) |
| 2 | Health and Life Fitness requirement | Elective |
| 3 | Biological and Physical Sciences w/ out Lab Gen Ed req. | Gen Ed Biological & Physical Science |
| 3 | ACT 231 Program requirement | ♦ ACCT 311* (required for the major) |
| 3 | ACT 261 Program requirement | ACCT elective |
| 3 | ACT 265 Program requirement | ♦ ACCT 323* (required for the major) |
| 3 | ACT 241 recom'd Program elective | ♦ ACCT 422* (required for the major) |
| 3 | BUA 207 Program requirement | BMGT 380* (elective; related requirement to the major) |
| **60** | **Total Credits Transferred** | **Total Credits Transferred** |

| REMAINING REQUIREMENTS FOR BACHELOR'S DEGREE | CREDITS |
|---|---|
| PACE 111B Program and Career Exploration in Business or any PACE 111 | 3 |
| LIBS 150 Introduction to Research or any Gen Ed credit | 1 |
| NUTR 100 Elements of Nutrition & NUTR 101 Nutrition Laboratory or any Gen Ed Biological & Physical Lab Science | 4 |
| WRTG 112 Academic Writing II (Gen Ed Communications; *must be completed with C- or better*) | 3 |
| HIST 125 Technological Transformations or any Gen Ed Arts & Humanities | 3 |
| FINC 330 Business Finance (elective; related requirement to the major) | 3UL |
| ♦ ACCT 326 Accounting Information Systems (required for the major) | 3UL |
| WRTG 394 Advanced Business Writing (Gen Ed Communications; related requirement to the major) | 3UL |
| CSIA 300 Cybersecurity for Leaders and Managers or any-level elective | 3 |
| ACCT 411 Ethics and Professionalism in Accounting or BMGT 496 Business Ethics (elective; related requirement to the major) | 3UL |
| ♦ ACCT 410 Accounting for Government and Not-for-Profit Organizations or any upper-level ACCT (required for the major) | 3UL |
| BMGT 364 Management and Organization Theory (elective; related requirement to the major) | 3UL |
| MRKT 310 Marketing Principles (elective; related requirement to the major) | 3UL |
| ♦ Any upper-level ACCT (to meet residency requirement within the major) | 3UL |
| DATA 320 Introduction to Data Analytics or any-level elective | 3 |
| ♦ ACCT 496 Advanced Accounting Capstone (required capstone for the major) | 3UL |
| DATA 330 Business Intelligence and Data Management or any-level elective | 3 |
| ♦ ACCT 436 Internal Auditing or any upper-level ACCT (required for the major) | 3UL |
| DATA 335 Data Visualization or any-level elective | 3 |
| ♦ ACCT 438 Fraud and Forensic Accounting or any upper-level ACCT (required for the major) | 3UL |
| Elective | 1 |
| **TOTAL CREDITS REMAINING AT UMGC** | **60** |

**NOTES:** Minimum of 120 credits, including 30 with UMGC of which at least 15 must be upper-level (courses numbered 300-499), are required for the bachelor's degree with a UMGC grade point average (GPA) of 2.0 (C) or higher / At least one-half of the credits within the major and minor must be comprised of: a. traditional college courses earning a grade (except for the CJLE major); b. UMGC resident coursework (except for the APTC, CJLE, and GECU majors, which require only the major capstone as UMGC resident credit) / No course within the major or minor below the grade of C (2.0) / UMGC does not accept grades below a C (2.0) in transfer from schools outside of the University System of Maryland and the Maryland community colleges (except WRTG 112 which must be completed with a grade of C- (1.67) or better from all schools) / Maximum of 70 transfer credits to UMGC from two-year or community colleges & maximum of 90 transfer credits from all sources combined (actual number of transfer credits dependent on meeting all UMGC bachelor's degree requirements) / ♦[1] = Course in major at UMGC / *[2] = Lower-level course meets content requirement of upper-level course but does not transfer as upper-level / **UL**[3] = Upper-level course (numbered 300-499)

[1] ♦ Course in major at UMGC
[2] * Lower-level course meets content requirement of upper-level course but does not transfer as upper-level
[3] UL Upper-level course (numbered 300-499)

BCCC
Baltimore City Community College

## BCCC ASSOCIATE OF APPLIED SCIENCE IN BIOTECHNOLOGY

Students transferring from BCCC with a conferred Associate of Arts or Associate of Science degree will have the General Education Requirement (Gen Ed) block of courses met at UMGC (A.A.S. degrees not included). See community college advisor for course sequencing.

UNIVERSITY OF MARYLAND GLOBAL CAMPUS

Exhibit 4.6

## UMGC BACHELOR OF SCIENCE IN BIOTECHNOLOGY

UMGC Maryland Community College Alliances

Degree requirements may change based on date of initial enrollment at UMGC.

| CREDITS | BALTIMORE CITY COMMUNITY COLLEGE Requirements for Associate's Degree | UNIVERSITY OF MARYLAND GLOBAL CAMPUS Requirements for Bachelor's Degree |
|---|---|---|
| 1 | PRE 100 Gen Ed requirement | Elective |
| 2 | CLT 100 Gen Ed requirement | Elective |
| 3 | BTC 103 Program requirement | ♦ BIOT elective (Major Required Biotechnology Techniques Lecture) |
| 4 | CHE 101 Program requirement | CHEM 103 (Gen Ed Biol. & Physical Science; related req. to the major) |
| 4 | BIO 102 Gen Ed requirement | BIOL 105 (Gen Ed Biol. & Physical Lab Science; related req. to the major) |
| 4 | MAT 128 Gen Ed requirement | MATH 107 (Gen Ed Mathematics) |
| 3 | BTC 104 Program requirement | Science elective (Major Related Science) |
| 4 | BTC 105 Program requirement | ♦ BIOT elective (Major Required Biotechnology Techniques Lecture/Lab) |
| 4 | CHE 102 Program requirement | CHEM 113 (elective; Major Related Science) |
| 3 | ENG 101 Gen Ed requirement | WRTG 111 (Gen Ed Communications) |
| 4 | BIO 212 Program requirement | ♦ BIOL 230 (required for the major) |
| 4 | PHY 101 recom'd Gen Ed requirement | PHYS 121 (elective; Major Related Science) |
| 3 | ENG 102 Gen Ed requirement | WRTG 112 (Gen Ed Communications; *must be completed with C- or better*) |
| 3 | MAT 107 Gen Ed requirement | STAT 200 (elective) |
| 4 | BIO 207 Program requirement | ♦ BIOL 222 and BIOL 224 (required for the major) |
| 4 | BIO 299 Program requirement | BIOT elective |
| 3 | Arts and Humanities Gen Ed requirement | Gen Ed Arts & Humanities |
| 3 | Social and Behavioral Sciences Gen Ed requirement (not HIS) | Gen Ed Behavioral & Social Science |
| **60** | **Total Credits Transferred** | **Total Credits Transferred** |

| REMAINING REQUIREMENTS FOR BACHELOR'S DEGREE | CREDITS |
|---|---|
| LIBS 150 Introduction to Research or any Gen Ed credit (to be fulfilled with 1 Gen Ed credit from BCCC) | --- |
| PACE 111S Program and Career Exploration in Health and Sciences or any PACE 111 | 3 |
| IFSM 201 Concepts and Applications of Information Technology or any Gen Ed Computing | 3 |
| SPCH 100 Foundations of Oral Communication or any COMM, SPCH, WRTG Gen Ed Communication | 3 |
| HIST 125 Technological Transformations or any Gen Ed Arts & Humanities | 3 |
| BEHS 103 Technology in Contemporary Society or any Gen Ed Behavioral & Social Science | 3 |
| WRTG 391 Advanced Research Writing or any upper-level advanced writing Gen Ed Communications | 3UL |
| ♦ BIOL 325 Inquiries in Biological Science (required for the major) | 3UL |
| Elective (avoid duplication of science credit – see note~) | 3 |
| ♦ BIOL 350 Molecular and Cellular Biology (required for the major) | 3UL |
| Elective (avoid duplication of science credit – see note~) | 3 |
| ♦ BIOL 357 Bioinformatics (required for the major) | 3UL |
| Elective (avoid duplication of science credit – see note~) | 3 |
| ♦ NSCI 301 Laboratory Management and Safety (required for the major) | 3UL |
| Elective (avoid duplication of science credit – see note~) | 3 |
| Elective (avoid duplication of science credit – see note~) | 3 |
| ♦ BIOL 486B Workplace Learning in Biology or two 3-cr. BIOL 486A (required for the major) | 6UL |
| Elective (avoid duplication of science credit – see note~) | 3 |
| ♦ BIOL 495 Life Sciences Capstone (required capstone for the major) | 3UL |
| Elective (avoid duplication of science credit – see note~) | 3 |
| **TOTAL CREDITS REMAINING AT UMGC** | **60** |

**NOTES:** Minimum of 120 credits, including 30 with UMGC of which at least 15 must be upper-level (courses numbered 300-499), are required for the bachelor's degree with a UMGC grade point average (GPA) of 2.0 (C) or higher / At least one-half of the credits within the major and minor must be comprised of: a. traditional college courses earning a grade (except for the CJLE major); b. UMGC resident coursework (except for the APTC, CJLE, and GECU majors, which require only the major capstone as UMGC resident credit) / No course within the major or minor below the grade of C (2.0) / UMGC does not accept grades below a C (2.0) in transfer from schools outside of the University System of Maryland and the Maryland community colleges (except WRTG 112 which must be completed with a grade of C- (1.67) or better from all schools) / Maximum of 70 transfer credits to UMGC from two-year or community colleges & maximum of 90 transfer credits from all sources combined (actual number of transfer credits dependent on meeting all UMGC bachelor's degree requirements) / ♦[1] = Course in major at UMGC / **UL**[2] = Upper-level course (numbered 300-499) / ~[3] = Considered duplicate science credit: BIOL 230 and BIOL 302; BIOL 220 and a general genetics transfer course; BIOL 101 and BIOL 103; CHEM 103, CHEM 121, and CHEM 297

[1] ♦ Course in major at UMGC
[2] UL Upper-level course (numbered 300-499)
[3] ~ Considered duplicate science credit

BCCC
Baltimore City Community College

## BCCC ASSOCIATE OF APPLIED SCIENCE IN BUSINESS MANAGEMENT AREA OF CONCENTRATION

Students transferring from BCCC with a conferred Associate of Arts or Associate of Science degree will have the General Education Requirement (Gen Ed) block of courses met at UMGC (*A.A.S. degrees not included*). See community college advisor for course sequencing.

UNIVERSITY OF MARYLAND GLOBAL CAMPUS

Exhibit 4.6

## UMGC BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

**UMGC Maryland Community College Alliances**

Degree requirements may change based on date of initial enrollment at UMGC.

| CREDITS | BALTIMORE CITY COMMUNITY COLLEGE<br>Requirements for Associate's Degree | UNIVERSITY OF MARYLAND GLOBAL CAMPUS<br>Requirements for Bachelor's Degree |
|---|---|---|
| 1 | PRE 100 Institutional requirement | Elective |
| 3 | BUA 100 Program requirement | ♦ BMGT 110 (required for the major) |
| 3 | BUA 112 Program requirement | IFSM elective |
| 3 | ENG 101 Gen Ed requirement | WRTG 111 (Gen Ed Communications) |
| 2 | Health and Life Fitness requirement | Elective |
| 3 | SPE 101 Gen Ed requirement | SPCH 100 (Gen Ed Communications) |
| 3 | MGM 102 Program requirement | BMGT elective |
| 3 | MGM 170 Program requirement | BMGT 335* (elective) |
| 3 | MAT 107 Gen Ed requirement | STAT 200 (Gen Ed Mathematics; related requirement to the major) |
| 3 | ECO 202 recom'd Social and Behavioral Science Gen Ed req. | ECON 203 (Gen Ed Behavioral & Social Science; related req. to the major) |
| 3 | Arts and Humanities Gen Ed requirement | Gen Ed Arts & Humanities |
| 3 | ACT 221 Program requirement | ♦ ACCT 220 (required for the major) |
| 3 | BUA 207 Program requirement | ♦ BMGT 380* (required for the major) |
| 3 | MGM 222 Program requirement | ♦ BMGT 364* (required for the major) |
| 3 | MKT 223 Program requirement | ♦ MRKT 310* (required for the major) |
| 3 | Biological and Physical Sciences w/ out Lab Gen Ed req. | Gen Ed Biological & Physical Science |
| 3 | ACT 222 Program requirement | ♦ ACCT 221 (required for the major) |
| 3 | ECO 201 Gen Ed requirement | ECON 201 (Gen Ed Behavioral & Social Science; related req. to the major) |
| 3 | MGM 180 Program requirement | FINC 321* (elective) |
| 3 | MGM 219 Program requirement | ♦ HRMN 300* (required for the major) |
| 3 | MGM 229 Program requirement | ♦ BMGT 365* (required for the major) |
| **60** | **Total Credits Transferred** | **Total Credits Transferred** |

| REMAINING REQUIREMENTS FOR BACHELOR'S DEGREE | CREDITS |
|---|---|
| LIBS 150 Introduction to Research or any Gen Ed credit (to be fulfilled with 1 Gen Ed credit from BCCC) | --- |
| PACE 111B Program and Career Exploration in Business or any PACE 111 | 3 |
| WRTG 112 Academic Writing II (Gen Ed Communications; *must be completed with C- or better*) | 3 |
| IFSM 300 Information Systems in Organizations (Gen Ed Computing; related requirement to the major) | 3UL |
| BIOL 103 Introduction to Biology or any Gen Ed Biological & Physical Lab Science | 4 |
| HUMN 100 Introduction to Humanities or any Gen Ed Arts & Humanities | 3 |
| WRTG 394 Advanced Business Writing or any upper-level writing (Gen Ed Communications) | 3UL |
| Elective | 3 |
| ♦ Any upper-level ACCT, BMGT, FINC, HRMN, MRKT (to meet the residency requirement within the major) | 3UL |
| Elective | 3 |
| ♦ Any upper-level ACCT, BMGT, FINC, HRMN, MRKT (to meet the residency requirement within the major) | 3UL |
| Elective | 3 |
| ♦ Any upper-level ACCT, BMGT, FINC, HRMN, MRKT (to meet the residency requirement within the major) | 3UL |
| Elective | 3 |
| ♦ FINC 330 Business Finance (required for the major) | 3UL |
| Elective | 3 |
| ♦ BMGT 496 Business Ethics (required for the major) | 3UL |
| Elective | 3 |
| ♦ BMGT 495 Strategic Management (required capstone for the major) | 3UL |
| Elective | 5 |
| **TOTAL CREDITS REMAINING AT UMGC** | **60** |

**NOTES:** Minimum of 120 credits, including 30 with UMGC of which at least 15 must be upper-level (courses numbered 300-499), are required for the bachelor's degree with a UMGC grade point average (GPA) of 2.0 (C) or higher / At least one-half of the credits within the major and minor must be comprised of: a. traditional college courses earning a grade (except for the CJLE major); b. UMGC resident coursework (except for the APTC, CJLE, and GECU majors, which require only the major capstone as UMGC resident credit) / No course within the major or minor below the grade of C (2.0) / UMGC does not accept grades below a C (2.0) in transfer from schools outside of the University System of Maryland and the Maryland community colleges (except WRTG 112 which must be completed with a grade of C- (1.67) or better from all schools) / Maximum of 70 transfer credits to UMGC from two-year or community colleges & maximum of 90 transfer credits from all sources combined (actual number of transfer credits dependent on meeting all UMGC bachelor's degree requirements) / ♦[1] = Course in major at UMGC / *[2] = Lower-level course meets content requirement of upper-level course but does not transfer as upper-level / **UL**[3] = Upper-level course (numbered 300-499)

[1] ♦ Course in major at UMGC
[2] * Lower-level course meets content requirement of upper-level course but does not transfer as upper-level
[3] UL Upper-level course (numbered 300-499)

BCCC Baltimore City Community College

**BCCC ASSOCIATE OF APPLIED SCIENCE IN LAW ENFORCEMENT AND CORRECTIONAL ADMINISTRATION, CORRECTIONAL ADMINISTRATION TRACK**

Students transferring from BCCC with a conferred Associate of Arts or Associate of Science degree will have the General Education Requirement (Gen Ed) block of courses met at UMGC (*A.A.S. degrees not included*). See community college advisor for course sequencing.

UNIVERSITY OF MARYLAND GLOBAL CAMPUS

Exhibit 4.6

**UMGC BACHELOR OF SCIENCE IN CRIMINAL JUSTICE**

**UMGC Maryland Community College Alliances**

Degree requirements may change based on date of initial enrollment at UMGC.

| CREDITS | BALTIMORE CITY COMMUNITY COLLEGE Requirements for Associate's Degree | UNIVERSITY OF MARYLAND GLOBAL CAMPUS Requirements for Bachelor's Degree |
|---|---|---|
| 1 | PRE 100 Institutional requirement | Elective |
| 3 | CRJ 101 Program requirement | ♦ CCJS 100 (required for the major) |
| 3 | CRJ 108 recom'd Program elective | CCJS 350* (elective) |
| 3 | ENG 101 Gen Ed requirement | WRTG 111 (Gen Ed Communications) |
| 1 | Health and Life Fitness requirement | Elective |
| 3 | Arts & Humanities Gen Ed requirement | Gen Ed Arts & Humanities |
| 3 | BCA 104, BUA 112, or CIS 109 Gen Ed elective | CMIT elective, IFSM elective, or IFSM 201 (Gen Ed Computing) |
| 3 | CRJ 102 Program requirement | CCJS elective |
| 3 | CRJ 106 Program requirement | CCJS elective |
| 1 | Health and Life Fitness requirement | Elective |
| 3 | SPE 101 Gen Ed requirement | SPCH 100 (Gen Ed Communications) |
| 3 | Biological and Physical Sciences w/ out Lab Gen Ed elective | Gen Ed Biological & Physical Science |
| 3 | Social & Behavioral Sciences Gen Ed requirement (not HIS) | Gen Ed Behavioral & Social Science |
| 3 | CRJ 107 Program requirement | CCJS elective |
| 3 | CRJ 201 Program requirement | CCJS elective |
| 3 | CRJ 210 Program requirement | CCJS elective |
| 3 | CRJ 214 Program requirement | CCJS elective |
| 4 | MAT 128 recom'd Gen Ed elective | MATH 107 (Gen Ed Mathematics) |
| 3 | CRJ 202 Program requirement | CCJS elective |
| 3 | CRJ 292 Program requirement | CCJS elective |
| 3 | CRJ 213 recom'd Program elective | ♦ CCJS 230 (required for the major) |
| 3 | Social & Behavioral Sciences Gen Ed requirement (not HIS) | Gen Ed Behavioral & Social Science |
| **61** | **Total Credits Transferred** | **Total Credits Transferred** |

| REMAINING REQUIREMENTS FOR BACHELOR'S DEGREE | CREDITS |
|---|---|
| LIBS 150 Introduction to Research or any Gen Ed credit (to be fulfilled with 1 Gen Ed credit from BCCC) | --- |
| PACE 111P Program and Career Exploration in Public Safety or any PACE 111 | 3 |
| WRTG 112 Academic Writing II (Gen Ed Communications; *must be completed with C- or better*) | 3 |
| HUMN 100 Introduction to Humanities or any Gen Ed Arts & Humanities | 3 |
| BIOL 103 Introduction to Biology or any Gen Ed Biological & Physical Lab Science | 4 |
| ♦ CCJS 340 Law Enforcement Administration (required for the major) | 3UL |
| ♦ CCJS 345 Introduction to Security Management (required for the major) | 3UL |
| Elective | 3 |
| ♦ Any upper-level CCJS (required for the major) | 3UL |
| WRTG 391 Advanced Research Writing or any upper-level writing (Gen Ed Communications) | 3UL |
| ♦ CCJS 360 Victimology or any upper-level CCJS (required for the major) | 3UL |
| ♦ CCJS 380 Ethical Behavior in Criminal Justice (required for the major) | 3UL |
| Elective | 3 |
| ♦ CCJS 341 Criminal Investigation (required for the major) | 3UL |
| ♦ CCJS 352 Drugs and Crime or any upper-level CCJS (required for the major) | 3UL |
| Elective | 3 |
| ♦ CCJS 497 Correctional Administration (required for the major) | 3UL |
| Elective | 3 |
| ♦ CCJS 495 Criminal Justice Capstone (required capstone for the major) | 3UL |
| Elective | 4 |
| **TOTAL CREDITS REMAINING AT UMGC** | **59** |

**NOTES:** Minimum of 120 credits, including 30 with UMGC of which at least 15 must be upper-level (courses numbered 300-499), are required for the bachelor's degree with a UMGC grade point average (GPA) of 2.0 (C) or higher / At least one-half of the credits within the major and minor must be comprised of: a. traditional college courses earning a grade (except for the CJLE major); b. UMGC resident coursework (except for the APTC, CJLE, and GECU majors, which require only the major capstone as UMGC resident credit) / No course within the major or minor below the grade of C (2.0) / UMGC does not accept grades below a C (2.0) in transfer from schools outside of the University System of Maryland and the Maryland community colleges (except WRTG 112 which must be completed with a grade of C- (1.67) or better from all schools) / Maximum of 70 transfer credits to UMGC from two-year or community colleges & maximum of 90 transfer credits from all sources combined (actual number of transfer credits dependent on meeting all UMGC bachelor's degree requirements) / ♦[1] = Course in major at UMGC / *[2] = Lower-level course meets content requirement of upper-level course but does not transfer as upper-level / **UL**[3] = Upper-level course (numbered 300-499)

[1] ♦ Course in major at UMGC
[2] * Lower-level course meets content requirement of upper-level course but does not transfer as upper-level
[3] UL Upper-level course (numbered 300-499)

BCCC
Baltimore City Community College

## BCCC ASSOCIATE OF APPLIED SCIENCE IN CYBERSECURITY AND ASSURANCE

Students transferring from BCCC with a conferred Associate of Arts or Associate of Science degree will have the General Education Requirement (Gen Ed) block of courses met at UMGC (*A.A.S. degrees not included*). See community college advisor for course sequencing.

UNIVERSITY OF MARYLAND GLOBAL CAMPUS

Exhibit 4.6

## UMGC BACHELOR OF SCIENCE IN APPLIED TECHNOLOGY

**UMGC Maryland Community College Alliances**

Degree requirements may change based on date of initial enrollment at UMGC.

| CREDITS | BALTIMORE CITY COMMUNITY COLLEGE<br>Requirements for Associate's Degree | UNIVERSITY OF MARYLAND GLOBAL CAMPUS<br>Requirements for Bachelor's Degree |
|---|---|---|
| 1 | PRE 100 Institutional requirement | Elective |
| 3 | CIS 109 Program requirement | ♦ IFSM 201 (1st major any-level; *same*^ primary computing focus area) |
| 3 | BCA 104 Program requirement | ♦ CMIT elective (major any-discipline; outside of primary focus area) |
| 3 | CIS 105 Program requirement | ♦ CMIT 291 (major any-discipline; outside of primary focus area) |
| 3 | ENG 101 Gen Ed requirement | WRTG 111 (Gen Ed Communications) |
| 3 | MAT 107 Gen Ed requirement | STAT 200 (Gen Ed Mathematics) |
| 3 | SPE 101 Gen Ed requirement | SPCH 100 (Gen Ed Communications) |
| 3 | Biological and Physical Sciences w/ out Lab Gen Ed elective | Gen Ed Biological & Physical Science |
| 3 | Mathematics Gen Ed elective | Elective |
| 3 | CRJ 101 or CRJ 108 recom'd Program elective | CCJS 100 or CCJS 350* (Gen Ed Behavioral & Social Science) |
| 3 | CYA 125 Program requirement | ♦ CMIT 320* (major any-discipline; outside of primary focus area) |
| 3 | CYA 230 Program requirement | CMIT elective (Gen Ed Computing) |
| 3 | CYA 233 Program requirement | CMIT 321* (elective) |
| 3 | CYA 235 Program requirement | CMIT 265 (elective) |
| 3 | CYA 253 Program requirement | CMIT elective |
| 2 | Health and Life Fitness elective | Elective |
| 3 | CIS 201 Program requirement | ♦ IFSM 461* (2nd major any-level; *same*^ primary computing focus area |
| 3 | Social and Behavioral Sciences Gen Ed elective (not HIS) | Gen Ed Behavioral & Social Science |
| 3 | CYA 242 Program requirement | CMIT elective |
| 3 | CYA 245 Program requirement | CSIA elective |
| 3 | CYA 270 Program requirement | Elective |
| **60** | **Total Credits Transferred** | **Total Credits Transferred** |

| REMAINING REQUIREMENTS FOR BACHELOR'S DEGREE | CREDITS |
|---|---|
| LIBS 150 Introduction to Research or any Gen Ed credit (to be fulfilled with 1 Gen Ed credit from BCCC) | --- |
| PACE 111T Program and Career Exploration in Technology or any PACE 111 | 3 |
| WRTG 112 Academic Writing II (Gen Ed Communications; *must be completed with C- or better*) | 3 |
| HIST 125 Technological Transformations or any Gen Ed Arts & Humanities | 3 |
| BIOL 103 Introduction to Biology or any Gen Ed Biological & Physical Lab Science | 4 |
| HUMN 344 Technology and Culture or any Gen Ed Arts & Humanities | 3 |
| WRTG 393 Advanced Technical Writing or any upper-level writing (Gen Ed Communications) | 3UL |
| ♦ Any upper-level IFSM course (3rd major upper-level; *same*^ primary computing focus area) | 3UL |
| Elective | 3 |
| ♦ Any course in any discipline (required for the major; outside of the primary focus area) | 3 |
| Elective | 3 |
| ♦ Any course in any discipline (required for the major; outside of the primary focus area) | 3 |
| Elective (must be taken upper-level) | 3UL |
| Elective | 3 |
| ♦ Any course in any discipline (required for the major; outside of the primary focus area) | 3 |
| Elective | 3 |
| Elective (must be taken upper-level) | 3UL |
| Elective | 3 |
| ♦ APTC 495 Capstone in Applied Technology (required capstone for the major) | 3UL |
| Elective | 5 |
| **TOTAL CREDITS REMAINING AT UMGC** | **60** |

**NOTES:** Minimum of 120 credits, including 30 with UMGC of which at least 15 must be upper-level (courses numbered 300-499), are required for the bachelor's degree with a UMGC grade point average (GPA) of 2.0 (C) or higher / At least one-half of the credits within the major and minor must be comprised of: a. traditional college courses earning a grade (except for the CJLE major); b. UMGC resident coursework (except for the APTC, CJLE, and GECU majors, which require only the major capstone as UMGC resident credit) / No course within the major or minor below the grade of C (2.0) / UMGC does not accept grades below a C (2.0) in transfer from schools outside of the University System of Maryland and the Maryland community colleges (except WRTG 112 which must be completed with a grade of C- (1.67) or better from all schools) / Maximum of 70 transfer credits to UMGC from two-year or community colleges & maximum of 90 transfer credits from all sources combined (actual number of transfer credits dependent on meeting all UMGC bachelor's degree requirements) / ♦[1] = Course in major at UMGC / *[2] = Lower-level course meets content requirement of upper-level course but does not transfer as upper-level / **UL**[3] = Upper-level course (numbered 300-499)

[1] ♦ Course in major at UMGC
[2] * Lower-level course meets content requirement of upper-level course but does not transfer as upper-level
[3] UL Upper-level course (numbered 300-499)

BCCC
Baltimore City Community College

## BCCC ASSOCIATE OF APPLIED SCIENCE IN CYBERSECURITY AND ASSURANCE

Students transferring from BCCC with a conferred Associate of Arts or Associate of Science degree will have the General Education Requirement (Gen Ed) block of courses met at UMGC (*A.A.S. degrees not included*). See community college advisor for course sequencing.

UNIVERSITY OF MARYLAND GLOBAL CAMPUS

Exhibit 4.6

## UMGC BACHELOR OF SCIENCE IN CYBERSECURITY TECHNOLOGY

**UMGC Maryland Community College Alliances**

Degree requirements may change based on date of initial enrollment at UMGC.

| CREDITS | BALTIMORE CITY COMMUNITY COLLEGE<br>Requirements for Associate's Degree | UNIVERSITY OF MARYLAND GLOBAL CAMPUS<br>Requirements for Bachelor's Degree |
|---|---|---|
| 1 | PRE 100 Institutional requirement | Elective |
| 3 | CIS 109 Program requirement | IFSM 201 (Gen Ed Computing) |
| 3 | BCA 104 Program requirement | CMIT elective |
| 3 | CIS 105 Program requirement | ♦ CMIT 291 (required for the major) |
| 3 | ENG 101 Gen Ed requirement | WRTG 111 (Gen Ed Communications) |
| 3 | MAT 107 Gen Ed requirement | STAT 200 (Gen Ed Mathematics) |
| 3 | SPE 101 Gen Ed requirement | SPCH 100 (Gen Ed Communications) |
| 3 | Biological and Physical Sciences w/ out Lab Gen Ed elective | Gen Ed Biological & Physical Science |
| 3 | Mathematics Gen Ed elective | Elective |
| 3 | CRJ 101 or CRJ 108 recom'd Program elective | CCJS 100 or CCJS 350* (Gen Ed Behavioral & Social Science) |
| 3 | CYA 125 Program requirement | ♦ CMIT 320* (required for the major) |
| 3 | CYA 230 Program requirement | CMIT elective |
| 3 | CYA 233 Program requirement | ♦ CMIT 321* (required for the major) |
| 3 | CYA 235 Program requirement | ♦ CMIT 265 (required for the major) |
| 3 | CYA 253 Program requirement | CMIT elective |
| 2 | Health and Life Fitness elective | Elective |
| 3 | CIS 201 Program requirement | IFSM 461* (elective) |
| 3 | Social and Behavioral Sciences Gen Ed elective (not HIS) | Gen Ed Behavioral & Social Science |
| 3 | CYA 242 Program requirement | CMIT elective |
| 3 | CYA 245 Program requirement | CSIA elective |
| 3 | CYA 270 Program requirement | Elective |
| **60** | **Total Credits Transferred** | **Total Credits Transferred** |

| REMAINING REQUIREMENTS FOR BACHELOR'S DEGREE | CREDITS |
|---|---|
| LIBS 150 Introduction to Research or any Gen Ed credit (to be fulfilled with 1 Gen Ed credit from BCCC) | --- |
| PACE 111T Program and Career Exploration in Technology or any PACE 111 | 3 |
| ♦ CMIT 202 Fundamentals of Computer Troubleshooting (required for the major) | 3 |
| WRTG 112 Academic Writing II (Gen Ed Communications; *must be completed with C- or better*) | 3 |
| HIST 125 Technological Transformations or any Gen Ed Arts & Humanities | 3 |
| BIOL 103 Introduction to Biology or any Gen Ed Biological & Physical Lab Science | 4 |
| ARTH 334 Understanding Movies or any Gen Ed Arts & Humanities | 3 |
| ♦ CMIT 351 Switching, Routing, and Wireless Essentials (required for the major) | 3UL |
| Elective | 3 |
| ♦ CMIT 326 Cloud Technologies (required for the major) | 3UL |
| WRTG 393 Advanced Technical Writing or any upper-level writing (Gen Ed Communications) | 3UL |
| Elective | 3 |
| ♦ CMIT 421 Threat Management and Vulnerability Assessment or any upper-level CMIT (required for the major) | 3UL |
| Elective | 3 |
| ♦ CMIT 386 Penetration Testing and Cyber Red Teaming or any upper-level CMIT (required for the major) | 3UL |
| Elective | 3 |
| ♦ CCJS 321 Digital Forensics in the Criminal Justice System or any upper-level CMIT (required for the major) | 3UL |
| Elective | 3 |
| ♦ CMIT 495 Cybersecurity Technology Capstone (required capstone for the major) | 3UL |
| Elective | 5 |
| **TOTAL CREDITS REMAINING AT UMGC** | **60** |

**NOTES:** Minimum of 120 credits, including 30 with UMGC of which at least 15 must be upper-level (courses numbered 300-499), are required for the bachelor's degree with a UMGC grade point average (GPA) of 2.0 (C) or higher / At least one-half of the credits within the major and minor must be comprised of: a. traditional college courses earning a grade (except for the CJLE major); b. UMGC resident coursework (except for the APTC, CJLE, and GECU majors, which require only the major capstone as UMGC resident credit) / No course within the major or minor below the grade of C (2.0) / UMGC does not accept grades below a C (2.0) in transfer from schools outside of the University System of Maryland and the Maryland community colleges (except WRTG 112 which must be completed with a grade of C- (1.67) or better from all schools) / Maximum of 70 transfer credits to UMGC from two-year or community colleges & maximum of 90 transfer credits from all sources combined (actual number of transfer credits dependent on meeting all UMGC bachelor's degree requirements) / ♦[1] = Course in major at UMGC / *[2] = Lower-level course meets content requirement of upper-level course but does not transfer as upper-level / **UL**[3] = Upper-level course (numbered 300-499)

[1] ♦ Course in major at UMGC
[2] * Lower-level course meets content requirement of upper-level course but does not transfer as upper-level
[3] UL Upper-level course (numbered 300-499)

BCCC Baltimore City Community College

UNIVERSITY OF MARYLAND GLOBAL CAMPUS

Exhibit 4.6

## BCCC ASSOCIATE OF SCIENCE IN BUSINESS ADMINISTRATION

## UMGC BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Students transferring from BCCC with a conferred Associate of Arts or Associate of Science degree will have the General Education Requirement (Gen Ed) block of courses met at UMGC (A.A.S. degrees not included). See community college advisor for course sequencing.

**UMGC Maryland Community College Alliances**

Degree requirements may change based on date of initial enrollment at UMGC.

| CREDITS | BALTIMORE CITY COMMUNITY COLLEGE<br>Requirements for Associate's Degree | UNIVERSITY OF MARYLAND GLOBAL CAMPUS<br>Requirements for Bachelor's Degree |
|---|---|---|
| 1 | PRE 100 Institutional requirement | Elective |
| 3 | BUA 100 Program requirement | ♦ BMGT 110 (required for the major) |
| 3 | BUA 112 Program requirement | IFSM elective |
| 3 | ENG 101 Gen Ed requirement | WRTG 111 (Gen Ed Communications) |
| 4 | MAT 128 Gen Ed requirement | MATH 107 (elective) |
| 3 | SPE 101 Gen Ed requirement | SPCH 100 (Gen Ed Communications) |
| 3 | ECO 201 Program requirement | ECON 201 (Gen Ed Behavioral & Social Science; related req. to the major) |
| 3 | Social and Behavioral Sciences Gen Ed requirement | Gen Ed Behavioral & Social Science |
| 4 | Biological and Physical Sciences w/ Lab Gen Ed requirement | Gen Ed Biological & Physical Lab Science |
| 3 | Arts & Humanities Gen Ed requirement | Gen Ed Arts & Humanities |
| 1 | Health and Life Fitness requirement | Elective |
| 3 | ACT 221 Program requirement | ♦ ACCT 220 (required for the major) |
| 3 | ECO 202 Program requirement | ECON 203 (elective; related requirement to the major) |
| 3 | MGM 222 Program requirement | ♦ BMGT 364* (required for the major) |
| 3 | MKT 223 Program requirement | ♦ MRKT 310* (required for the major) |
| 3 | Social and Behavioral Sciences Gen Ed requirement | Gen Ed Arts & Humanities (to honor Gen Ed block) |
| 3 | ACT 222 Program requirement | ♦ ACCT 221 (required for the major) |
| 3 | BUA 207 Program requirement | ♦ BMGT 380* (required for the major) |
| 1 | Health and Life Fitness requirement | Elective |
| 3 | MGM 219 recom'd Program elective | ♦ HRMN 300* (required for the major) |
| 4 | Biological and Physical Sciences Gen Ed requirement | Gen Ed Biological & Physical Science |
| **60** | **Total Credits Transferred** | **Total Credits Transferred** |

| REMAINING REQUIREMENTS FOR BACHELOR'S DEGREE | CREDITS |
|---|---|
| LIBS 150 Introduction to Research or any Gen Ed credit (to be fulfilled with 1 Gen Ed credit from BCCC) | --- |
| PACE 111B Program and Career Exploration in Business or any PACE 111 | 3 |
| WRTG 112 Academic Writing II (Gen Ed Communications; prereq. to upper-level writing; *must be completed with C- or better*) | 3 |
| STAT 200 Introduction to Statistics (Gen Ed Mathematics; related requirement to the major) | 3 |
| IFSM 300 Information Systems in Organizations (Gen Ed Computing; related requirement to the major) | 3UL |
| ♦ BMGT 365 Organizational Leadership (required for the major) | 3UL |
| WRTG 394 Advanced Business Writing or any upper-level writing (Gen Ed Communications) | 3UL |
| ♦ Any upper-level ACCT, BMGT, FINC, HRMN, MRKT (to meet residency requirement within the major) | 3UL |
| Elective | 3 |
| Elective | 3 |
| ♦ Any upper-level ACCT, BMGT, FINC, HRMN, MRKT (to meet residency requirement within the major) | 3UL |
| Elective | 3 |
| Elective | 3 |
| ♦ FINC 330 Business Finance (required for the major) | 3UL |
| Elective | 3 |
| Elective | 3 |
| ♦ BMGT 496 Business Ethics (required for the major) | 3UL |
| Elective | 3 |
| Elective | 3 |
| ♦ BMGT 495 Strategic Management (required capstone for the major) | 3UL |
| Elective | 3 |
| **TOTAL CREDITS REMAINING AT UMGC** | **60** |

**NOTES:** Minimum of 120 credits, including 30 with UMGC of which at least 15 must be upper-level (courses numbered 300-499), are required for the bachelor's degree with a UMGC grade point average (GPA) of 2.0 (C) or higher / At least one-half of the credits within the major and minor must be comprised of: a. traditional college courses earning a grade (except for the CJLE major); b. UMGC resident coursework (except for the APTC, CJLE, and GECU majors, which require only the major capstone as UMGC resident credit) / No course within the major or minor below the grade of C (2.0) / UMGC does not accept grades below a C (2.0) in transfer from schools outside of the University System of Maryland and the Maryland community colleges (except WRTG 112 which must be completed with a grade of C- (1.67) or better from all schools) / Maximum of 70 transfer credits to UMGC from two-year or community colleges & maximum of 90 transfer credits from all sources combined (actual number of transfer credits dependent on meeting all UMGC bachelor's degree requirements) / ♦[1] = Course in major at UMGC / *[2] = Lower-level course meets content requirement of upper-level course but does not transfer as upper-level / **UL**[3] = Upper-level course (numbered 300-499)

[1] ♦ Course in major at UMGC
[2] * Lower-level course meets content requirement of upper-level course but does not transfer as upper-level
[3] UL Upper-level course (numbered 300-499)

BCCC
Baltimore City Community College

UNIVERSITY OF MARYLAND GLOBAL CAMPUS

Exhibit 4.6

## BCCC ASSOCIATE OF SCIENCE IN NURSING

Students transferring from BCCC with a conferred Associate of Arts or Associate of Science degree will have the General Education Requirement (Gen Ed) block of courses met at UMGC (*A.A.S. degrees not included*). See community college advisor for course sequencing.

## UMGC BACHELOR OF SCIENCE IN NURSING FOR REGISTERED NURSES

**UMGC Maryland Community College Alliances**

Degree requirements may change based on date of initial enrollment at UMGC.

| CREDITS | BALTIMORE CITY COMMUNITY COLLEGE Requirements for Associate's Degree | UNIVERSITY OF MARYLAND GLOBAL CAMPUS Requirements for Bachelor's Degree |
|---|---|---|
| 1 | PRE 100 Institutional requirement | Elective |
| 4 | BIO 202 Gen Ed requirement | + BIOL 201 (Gen Ed Biological & Physical Lab Sci.; related req. to the major) |
| 4 | BIO 203 Gen Ed requirement | + BIOL 202 (Gen Ed Biological & Physical Sci.; related req. to the major) |
| 4 | BIO 212 Gen Ed requirement | + BIOL 230 (elective; related requirement to major) |
| 3 | ENG 101 Gen Ed requirement | + WRTG 111 (Gen Ed Communications) |
| 3 | PSY 101 Gen Ed requirement | + PSYC 100 (Gen Ed Behavioral & Soc Science; related req. to the major) |
| 3 | PSY 104 Program requirement | + PSYC 355* (Gen Ed Arts & Humanities to honor Gen Ed block) |
| 3 | SOC 101 Gen Ed requirement | + SOCY 100 (Gen Ed Behavioral & Social Sci.; related req. to the major) |
| 3 | SPE 101 Gen Ed requirement | + SPCH 100 (Gen Ed Communications) |
| 3 | MAT 107 Gen Ed Mathematics | + STAT 200 (Gen Ed Mathematics; related requirement to the major) |
| 3 | Arts and Humanities Literature Gen Ed elective | + Gen Ed Arts & Humanities |
| 30UL | Unencumbered, active RN License in approved state^ | NURS elective |
| **61** | **Total Credits Transferred** | **Total Credits Transferred** |

| REMAINING REQUIREMENTS FOR BACHELOR'S DEGREE | CREDITS |
|---|---|
| + LIBS 150 Introduction to Research or any Gen Ed credit (to be fulfilled with 1 Gen Ed credit from BCCC) | --- |
| + PACE 111S Program and Career Exploration in Health and Sciences or any PACE 111 | 3 |
| + IFSM 201 Concepts and Applications of Information Technology or any Gen Ed Computing | 3 |
| + WRTG 112 Academic Writing II (Gen Ed Communications; prereq. to upper-level writing; *must be completed with C- or better*) | 3 |
| + WRTG 391 Advanced Research Writing or any upper-level writing (Gen Ed Communications) | 3UL |
| Elective | 14 |
| ♦ NURS 302 Transition to Professional Nursing Practice (required for the major) | 3UL |
| ♦ NURS 322 Health Assessment and Wellness Promotion (required for the major) | 4UL |
| ♦ NURS 352 Introduction to Nursing Scholarship (required for the major) | 3UL |
| ♦ NURS 372 Introduction to Healthcare Informatics Technology in Nursing (required for the major) | 3UL |
| ♦ NURS 392 Policy, Politics, and Economics in Healthcare (required for the major) | 3UL |
| ♦ NURS 412 Population, Global, and Community Health Issues (required for the major) | 3UL |
| ♦ NURS 432 Leadership in Personal and Professional Nursing Practice (required for the major) | 3UL |
| ♦ NURS 452 Complex Healthcare Systems: Quality Improvement and Patient Safety (required for the major) | 3UL |
| ♦ NURS 472 Nursing Practice Experience (required for the major) | 2UL |
| ♦ NURS 496 Nursing Capstone (required capstone for the major) | 3UL |
| **TOTAL CREDITS REMAINING AT UMGC** | **59** |

**NOTES:** The Bachelor of Science in Nursing (RN to BSN) is available only to students who have an associate's degree in nursing or who have completed an approved registered nursing education program and resides in and has an active, unencumbered RN license in an approved state (visit UMGC's Nursing Web-site for the most up-to-date list of approved states) / Student is placed in Pre-BSN status at time of admission into the BSN program and remains in that status until completion of all Gen Ed and related requirement courses / **^**[1] = Complies with Maryland RN to BSN articulation model, associate's degree nursing credits will not be transferred in the BSN degree plan–instead students are awarded 30 upper-level credits from their active, unencumbered RN license (acquired after passing the NCLEX) / Minimum of 120 credits, including 30 with UMGC of which at least 15 must be upper-level (courses numbered 300-499), are required for the bachelor's degree with a UMGC grade point average (GPA) of 2.0 (C) or higher / At least one-half of the credits within the major and minor must be comprised of: a. traditional college courses earning a grade (except for the CJLE major); b. UMGC resident coursework (except for the APTC, CJLE, and GECU majors, which require only the major capstone as UMGC resident credit) / No course within the major or minor below the grade of C (2.0) / UMGC does not accept grades below a C (2.0) in transfer from schools outside of the University System of Maryland and the Maryland community colleges (except WRTG 112 which must be completed with a grade of C- (1.67) or better from all schools) / Maximum of 70 transfer credits to UMGC from two-year or community colleges & maximum of 90 transfer credits from all sources combined (actual number of transfer credits dependent on meeting all UMGC bachelor's degree requirements) / **♦**[2] = Course in major at UMGC / *****[3] = Lower-level course meets the content requirement of upper-level course but does not transfer as upper-level / **UL**[4] = Upper-level course (numbered 300-499) / **+**[5] = Students seeking the BSN must fulfill these requirements before admission to the program

[1] **^** Complies with Maryland RN to BSN articulation model
[2] **♦** Course in major at UMGC
[3] ***** Lower-level course meets the content requirement of upper-level course but does not transfer as upper-level
[4] UL Upper-level course (numbered 300-499)
[5] **+** Students seeking the BS in Nursing must fulfill these requirements before admission to the program

*Articulation Agreement Template is provided by the Maryland Higher Education Commission (MHEC) and is a resource for institutions. This template is not legal advice. Institutions should consult their own legal counsel regarding articulation agreements and other agreements, contracts, or institutional policies. Please provide a copy of all institutional articulation agreements to MHEC.*



# ACADEMIC PROGRAM ARTICULATION AGREEMENT BETWEEN

**BALTIMORE CITY COMMUNITY COLLEGE**
**AND**
**BOWIE STATE UNIVERSITY REGARDING TRANSFER FROM BCCC Business Administration A.S. - 60 Credits TO BSU Bachelor of Science, Majoring in Risk Management and Insurance, College of Business**

This Academic Program Articulation Agreement ("Agreement") is entered into by and between **Baltimore City Community College** (the "Sending Institution") and **Bowie State University** (the "Receiving Institution") (collectively, the "Institutions") to facilitate the transfer of academic credits from **Associate of Science, Business Administration Transfer, HEGIS-497001 and CIP-52010** for the completion of **Bachelor of Science, Majoring in Risk Management and Insurance, (College of Business) HEGIS – 50600.00, and CIP – 52.0201** (the "Program(s)").

## A. Qualifying Students

This Agreement pertains to the transfer of "Qualifying Students", *i.e.*, those students who:
1. Have successfully completed the program at the Sending Institution;
2. Are enrolled in the Sending Institution, in good standing; and
3. Are accepted for admission to the Receiving Institution

## B. Responsibilities of the Institutions

The Institutions agree to implement the transfer of Qualifying Students in accordance with applicable law and the following requirements and protocols:

1. A Qualifying Student may transfer into from the Transferring Institution into the Receiving Institution for the completion of the Program.

2. Courses that the Receiving School will accept credits for towards completion of the Program include:

| **Sending Institution Course** | | | **Receiving Institution Comparable Course** | | | |
|---|---|---|---|---|---|---|
| **Course Number** | **Course Name** | **Credits** | **Course Number** | **Course Name** | **Credits** | **Applied to*** |
| | **See Crosswalk document attached** | | | | | |
| | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |

*Receiving Institution must indicate if course is applied to General Education, Program/Major requirements, or General Elective.

3. The Receiving Institution shall designate, and shall provide to the Sending Institution, the contact information for a staff person at the Receiving Institution who is responsible for the oversight of the transfer of Qualifying Students. The Sending Institution shall designate, and shall provide to the Receiving Institution, the contact information for a staff person at the Sending Institution who is responsible for the oversight of the transfer of Qualifying Students.

| | Sending Institution | Receiving Institution |
|---|---|---|
| Name of staff person responsible for oversight | Karen King Sheridan | Dr. Jacqueline Cade |
| Title of staff person | AVP Academic Engagement & Partnerships | Director, Institutional & Academic Programs |
| Email address | kkingsheridan@bccc.edu | Jcade@bowiestate.edu |
| Telephone Number | 410-462-7480 | 301-860-3110 |

Should the staff person or position change, the institution will promptly provide new contact information to the partner institution and inform the Maryland Higher Education Commission of the change.

Additional contact information:

| [Role & Responsibilities | Sending Institution | Receiving Institution |
|---|---|---|
| Name of person | Dr. Bob Iweha | Dr. Regina Tawah |
| Title of person | Interim Associate Dean, Business and Technology | Acting Dean, College of Business |
| Email address | eiweha@bccc.edu | |
| Telephone Number | 443-208-3590 | |

4. If the Qualifying Student is using federal Title 38 VA Education Benefits (GI Bill® Education Benefits), the Institutions shall adhere to all applicable U.S. Department of Veterans Affairs' regulations, including the regulations governing the awarding prior credit, as regulated under Title 38, Code of Federal Regulations, Sections 21.4253(d)(3) and 21.4254(c)(4).

*Articulation Agreement Template is provided by the Maryland Higher Education Commission (MHEC) and is a resource for institutions. This template is not legal advice. Institutions should consult their own legal counsel regarding articulation agreements and other agreements, contracts, or institutional policies. Please provide a copy of all institutional articulation agreements to MHEC.*



5. Each Institution shall adhere to all applicable transfer requirements set forth in the Annotated Code of Maryland and the Code of Maryland Regulations.

6. Each Institution shall advise students regarding transfer opportunities under this Agreement, and shall advise students of financial aid opportunities and implications associated with the transfer.

7. Should either Institution make changes to program requirements, the institution will inform the partner institution immediately. The articulation agreement should be updated to reflect the changes and forwarded to the Maryland Higher Education Commission.

## C. Term and Termination

1. This agreement shall be effective on the date that it is signed by the appropriate and authorized representatives of each Institution.

2. Either Institution may, at its sole discretion, terminate this Agreement upon delivering **60** days written notice to the other Institution and the Maryland Higher Education Commission.

3. Both Institutions agree to meet once every 1 year(s) to review the terms of this agreement.

## D. Amendment

1. This Agreement constitutes the entire understanding and agreement of the Institutions with respect to their rights and obligations in carrying out the terms of the Agreement, and supersedes any prior or contemporaneous agreements or understandings.

2. This Agreement may be modified only by written amendment executed by both Institutions.

## E. Governing Law

This Agreement shall be governed by, and construed in accordance with, the laws of the State of Maryland.

## F. Counterparts

This Agreement may be executed in counterparts, each of which shall be deemed to be an original, but all of which, taken together, shall constitute one and the same agreement.

## G. Notice of Agreement

1. The Institutions agree to provide a copy of this Agreement, with any amendments, to the Maryland Higher Education Commission.

2. The Institutions agree to provide copies of this Agreement to all relevant individuals and departments of the Institutions, including but not limited to students, academic department chairs participating in the transfer, offices of the president, registrar's offices, and financial aid offices.

**H. No Third-Party Beneficiaries**

There are no third-party beneficiaries to this Agreement.

**I. Representations and Warranties of the Parties**

Both Institutions represent and warrant that the following shall be true and correct as of the Effective Date of this Agreement, and shall continue to be true and correct during the term of this Agreement:

1. The Institutions are and shall remain in compliance with all applicable federal, state, and local statutes, laws, ordinances, and regulations relating to this Agreement, as amended from time to time.

2. Each Institution has taken all action necessary for the approval and execution of this Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives.

| BALTIMORE CITY COMMUNITY COLLEGE | BOWIE STATE UNIVERSITY |
|---|---|
| By: _____ | By: _____ |
| Dr. Debra L. McCurdy<br>President | Dr. Guy-Alain Amoussou<br>Provost and VP of Academic Affairs |
| _____<br>Date | _____<br>Date |

DRAFT

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# AGREEMENT

BALTIMORE CITY COMMUNITY COLLEGE
and
BALTIMORE POLICE DEPARTMENT
POLICE CADET PROGRAM

THIS AGREEMENT (the "Agreement") is entered into this _____, 2024 by and between Baltimore City Community College, an agency of the State of Maryland ("BCCC") and the Police Department of Baltimore City, an agency and instrumentality of the State of Maryland ("BPD"). In this Agreement BCCC and BPD are collectively referred to as the "Parties" and individually as a "Party."

WHEREAS, BPD has a Police Cadet Program that recruits and develops individuals ("Cadets") with the potential for becoming career law enforcement officers and has also registered its cadet program as an apprenticeship training program (the "Apprenticeship Program") with the Maryland Apprenticeship and Training Program, Maryland Department of Labor, Licensing and Regulation ("DLLR"), Division of Workforce Development and Adult Learning;

WHEREAS, BCCC offers an accredited Associate of Applied Science (AAS) degree program in Law Enforcement;

WHEREAS, BCCC and BPD intend to enroll BPD Cadets in certain BCCC classes on the terms and conditions set forth below.

NOW, THEREFORE, in consideration of the foregoing and the respective obligations set forth herein and for other good and valuable consideration, the Parties agree as follows:

1. Purpose. The purpose of this Agreement is for BCCC to provide Cadets instruction and credit-based courses that meet BPD's Cadet standards and DLLR requirements for the Apprenticeship Program. Prior to appointment, BPD requires a Cadet be at least 18 years old and less than 20 years and six months of age. For many Cadets, this will be a Cadet's first employment and/or college level academic experience. As such, during this transitional period, BCCC and BPD will provide additional mentoring and support services as reasonably appropriate for the Cadet's stage of life.

2. College Readiness and Orientation. Prior to the beginning of classes, BCCC will provide an initial assessment of each Cadet and provide each student with a list of academic support services as needed. In addition, BCCC will include the cadets in an orientation to BCCC's college programs and services. The orientation will offer Cadets with information on the process of registering for classes, how to access BCCC email and Canvas (course management system), log-in process, review of student handbook, and distribution of all books and instructional materials.

3. Apprenticeship Curriculum. BCCC will provide Cadets the following courses. The courses listed below are credit-bearing and as such, may transfer to baccalaureate degree programs. BPD Academy graduates may earn up to 36 credits toward the Associate Degree,

1. **CRJ 101 (3 Credits) -** Introduction to Criminal Justice
2. **ENG 101 (3 credits) –** English Writing
3. **PSY 101 (3 credits) –** Introductory Psychology
4. **BCAP 104 (3 credits)** – Introduction to Operating Systems
5. **PSY 104 (3 credits)** – Developmental Psychology
6. **MAT 107 (3 credits) –** Modern Elementary Statistics
7. **Science Elective (3 credits)** – Degree requirement elective
8. **Arts & Humanities Elective (3 credits)** – Degree requirement elective

BPD Review of Course Materials. The academic program for BPD Cadets is an existing academic program BCCC offers in it's existing Law Enforcement and Correctional Administration program. BCCC faculty will have academic freedom to prepare and deliver course materials that meet the standards of training for BPD

4. Apprenticeship Requirements. DLLR regulatory requirements to maintain the Apprentice Program are listed on Exhibit A attached hereto. BCCC will provide BPD on a timely basis required reports required for BPD to comply with any DLLR regulatory requirements to maintain the Apprenticeship Program, including but not limited to any data tracking reports and apprenticeship records and registrations as required by the Maryland Apprenticeship and Training Council.

5. Cadet Employment Status; Class Schedule. BCCC acknowledges that the Cadets are full-time BPD employees and BCCC class attendance will take place during the Cadet's working day, among other Cadet responsibilities. The Parties have designed a specific course schedule to align to BPD's requirements and the work schedule of the Cadets. BCCC will make an effort to schedule courses to fit the working day of the Cadets.

6. Cadet courses will be offered as open enrollment classes; however, priority enrollment will be given to Cadets.

7. BCCC will provide the following services, equipment, and supplies for use with the instructional program.

A. BCCC will provide all books and instructional materials required for each course so there is no additional cost to the Cadets or BPD.

B. BCCC will also coordinate the registration process and scheduling for the Cadets for each term per the schedule outlined below.

| | **Registered Apprenticeship – Year I** | | |
|---|---|---|---|
| **Summer** | **Fall Term** | **Winter Break** | **Spring Term** |
| Orientation<br>3-4 weeks prior | Aug.– Dec. | Orientation<br>(new students) | Jan. – May |

| | | | |
|---|---|---|---|
| Instructional Time: 15 hours | 96 hours<br>6 hr./week (16) | Instructional Time: 15 hours | 96 hours<br>6 hr./week (16) |
| Orientation to College<br>• Registration<br>• Log-ins<br>• Books | **CRJ 101 (3 credit)**<br>Tue./Thr. 9:00 – 10:20<br><br>**PSY 101 (3 credit)**<br>Tue./Thr. 11:00 – 12:20 | Orientation to College<br>• Registration<br>• Log-ins<br>• Books | **ENG 101 (3 credit)**<br>Tue./Thr. 9:00 – 10:20<br><br>**PSY 104 (3 credit)**<br>Tue./Thr. 11:00 – 12:20 |
| **Summer** | **Registered Apprenticeship – Year II** | | |
| | **Fall Term** | **Winter Break** | **Spring Term** |
| | **BCAP 104 (3 credit)**<br>Tue./Thr. 9:00 – 10:20<br><br>**MAT 107 (3 credit)**<br>Tue./Thr. 11:00 – 12:20 | | **Science Elective (3 cr.)**<br>Tue./Thr. 9:00 – 10:20<br><br>**Humanities Elective (3 credit)**<br>Tue./Thr. 11:00 – 12:20 |

8. BPD will provide the following:

   A. BPD will provide BCCC with a roster of approved students at least two (3) weeks prior to the start of the semester term.

   B. BPD will require Cadets to complete the College Orientation which includes information to access academic support services.

   C. BPD will require Cadets to know and adhere to the contents of the current BCCC Student Handbook, including adherence to academic standards and attendance requirements.

   D. BPD will process BCCC's approved invoices and provide payment within 30 days of receipt.

9. Limitation of Liability. The Parties shall be responsible for the actions and omissions of their own personnel and neither party shall assert any claim or action arising out of this Agreement against the other Party, except in the case such claim or action arises from gross negligence, unsafe conditions and/or willful misconduct of employees, agents, and/or officers of a Party. In any action or claim, the liability of the Parties shall be limited in accordance with applicable law, including the local government tort claims act.

10. Term; Termination; Renewal Term. The term (the "Term") of this Agreement shall commence upon approval of this Agreement by the Baltimore City Board of Estimates (the "BOE") and shall expire on June 30, 2026. This Agreement may be terminated upon mutual agreement of the Parties. In addition, either Party may terminate this Agreement upon thirty (30) days' prior written notice to the other Party. BPD may also terminate this Agreement upon notice to BCCC if funds have not been appropriated for BPD to continue this program. Either Party may terminate this Agreement upon prior written notice in the event of a default by the other Party.

Fees and Expense. BPD will pay program fees based on the course participation of each Cadet as follows: The total annual cost per Cadet is Three Thousand Three Hundred Dollars ($3,300) in Year 1 and One Thousand Five Hundred Dollars ($1,500) for each additional term. As many Cadets will transfer into the BPD Academy in the fourth term, it is estimated that each Cadet will complete a total of three (3) terms for a total cost of Four Thousand Eight Hundred Dollars ($4,800). If a Cadet withdraws from or fails to attend scheduled classes during the first two (2) weeks of the course, the Cadet will be administratively withdrawn from the class and BCCC will not bill BPD for the Cadet, nor will BPD have any liability to BCCC for the Cadet. Billing will be by Academic Term with the following schedule. BCCC will invoice BPD two (2) times per year, following the beginning of each semester.

*a.* Summer / Winter Term: Required Orientation = Three Hundred Dollars ($300)/student
*b.* Fall / Spring Terms: Two academic courses per term = One Thousand Five Hundred Dollars ($1,500)/student.

BPD estimates that up to five (5) Cadets will enroll in the BCCC coursework for Fall 2024, and that an additional five (5) cadets will enroll in BCCC coursework for Spring 2025 and that each of these cadet cohorts will complete two classes per semester.

The annual payment schedule based on these projections would be as follows:
July 1, 2024-June 30, 2025: Forty-EightThousand Dollars ($48,000)
July 1, 2025-June 30, 2026: Forty-Eight Thousand Dollars ($48,000)

BPD liability for fees and expenses incurred under this Agreement will not exceed Ninety-six Thousand Dollars ($96,000) for the Two-Year Term.

***INVOICE DISCLAIMER***
*Baltimore City Community College (BCCC) is an agency of the State of Maryland. As a state agency, we must comply with certain laws, including the College Affordability Act and COMAR Title 17 regulations.*

***Under the College Affordability Act,*** *all debts owed to the State of Maryland must be transferred to the State's Central Collections Unit (CCU). The College Affordability Act also authorizes CCU to charge up to 20 percent for their collection cost. The College has no choice on whether to send the account to CCU. We cannot settle accounts and we also are not allowed to defer sending accounts to CCU.*

***Under COMAR Title 17****, the College has 15 days to send accounts to CCU once the account is declared delinquent. The account is declared delinquent once the final invoice has been generated. Under COMAR Title 17, CCU is authorized to charge 17 percent.*

***To ensure compliance with the two regulations, you have 30 days from the receipt of invoice to dispute any charges or voice any concerns. 30 days will allow the College to investigate the dispute, and still meet its statutory obligation to refer delinquent accounts to CCU, pursuant to the College Affordability Act, and COMAR Title 17.***

11. The Parties shall provide notice in writing to the other Party by registered mail at the address herein set forth:

**Address of the College**
Baltimore City Community College
2901 Liberty Heights Ave.
Baltimore MD 21215
Attention: Michael D. Thomas, Vice President

**Address of the Agency**
Baltimore Police Department
242 E. 29th St.
Baltimore, MD 21211
Attention: Police Commissioner

12. This Agreement shall be governed under the laws of the State of Maryland.

13. This Agreement may be amended with the written consent of both Parties.

14. FERPA; Release of Educational Records. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records including those of the Cadets at BCCC. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education including BCCC. BPD requires that it receive information about the Cadets' academic performance while in this Program and accordingly, has requested that each Cadet complete a FERPA Consent to Release Educational Records in the form attached as Exhibit B. BCCC confirmes that upon recipe of the Consent forms from the Cadets it will provide BPD the academic reords of each Cadet.

*The remainder of this page is intentionally blank.*

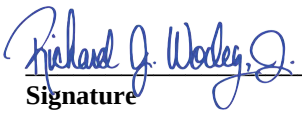
*Signatures appear on the next page.*

Witness the signature of the officials of the Parties herein as of the day and date written above.

**ATTEST**

_____

**POLICE DEPARTMENT OF BALTIMORE CITY:**



**Signature**

Richard J. Worley, Jr.

**Name (typed)**

Commissioner

**Title**

**ATTEST:**

_____

**FOR THE COLLEGE:**



**Signature**

Debra L. McCurdy

**Name (typed)**

President

**Title**

Baltimore City Community College

**Agency**

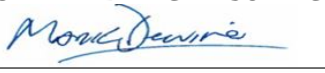
Dec 6, 2024

**Date Signed**

**THIS AGREEMENT APPROVED AS TO FORM AND LEGAL SUFFICIENCY THIS _____ DAY OF _____,**

_____

**THIS AGREEMENT APPROVED AS TO FORM AND LEGAL SUFFICIENCY:**



12/12/2024

**Mark Dewire, Chief Solicitor**

**EXHIBIT A**

**State of Maryland Regulatory Requirements for maintenance of an Apprenticeship Program.**

**BPD and BCCC to insert details here and attach sample reporting forms and the frequency with which they are to be provided.**

As the provider of the Related Instruction for the BCPS Registered Apprenticeship Program, BCCC will follow the Maryland Apprenticeship and Training Council (MATC) requirements for the registration of apprentices and documentation for RI hours and compliance with apprenticeship standards.

The forms below are for use by sponsors of apprenticeship programs registered with the Maryland Apprenticeship and Training Council only. BCCC and BCPS will submit the appropriate forms to update the status of individuals in the apprenticeship program:

- [illegible]
- [illegible]
- [illegible]
- [illegible]
- [illegible]
- [illegible]
- [illegible]

[illegible]

**Division of Workforce Development and Adult Learning**
**Maryland Apprenticeship and Training Program**
1100 [illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]

**EXHIBIT B**

**Consent to Release of Student Records**

**BCCC to attach standard FERPA Consent to Release form to allow BCCC to provide BPD student records, including but not limited to attendance, grades and performance and other BCCC records for the Cadet.**

Model Form for Disclosure to and Consent Form for Disclosure

**To:** Registrar
[Postsecondary Institution]
**From:**_____
Student's First Name Middle Initial Last Name

_____
Permanent Street Address City State Zip Code

Under the Family Educational Rights and Privacy Act (FERPA), the [**Postsecondary Institution**] is permitted to disclose information from your education records to your employer if you agree to that disclosure.

TO confirm your consent and instruction to [**Postsecondary Institution**] to disclose information from your education records to the Baltimore Police Department, please sign the following consent:

I consent to the disclosure of any personally identifiable information from my education records to BPD, for reasons determined by the [Postsecondary Institution] as appropriate. This authorization will remain in effect for the period that I am enrolled in a BPD Cadet program and participating in the Apprenticeship Program.

Signature: _____ Date: _____

*Students cannot be denied any educational services from the [Institution] if they refuse to provide consent.*

# Task Five Evidence

| Exhibit | Report Page Number |
|---|---|
| 5.1 BCCC FY26 Operating and Capital Budget Presentation September 13, 2024 | 30 |
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Exhibit 5.1

# Baltimore City Community College

## Dr. Debra L. McCurdy, President

## Aubrey Bascombe, Vice President for Finance & Administration

Maryland Higher Education Commission
Dr. Sanjay Rai, Secretary
September 18, 2024

State of Maryland
Wes Moore, Governor
FY 2026 Operating & Capital Budget

BCCC
Baltimore City Community College



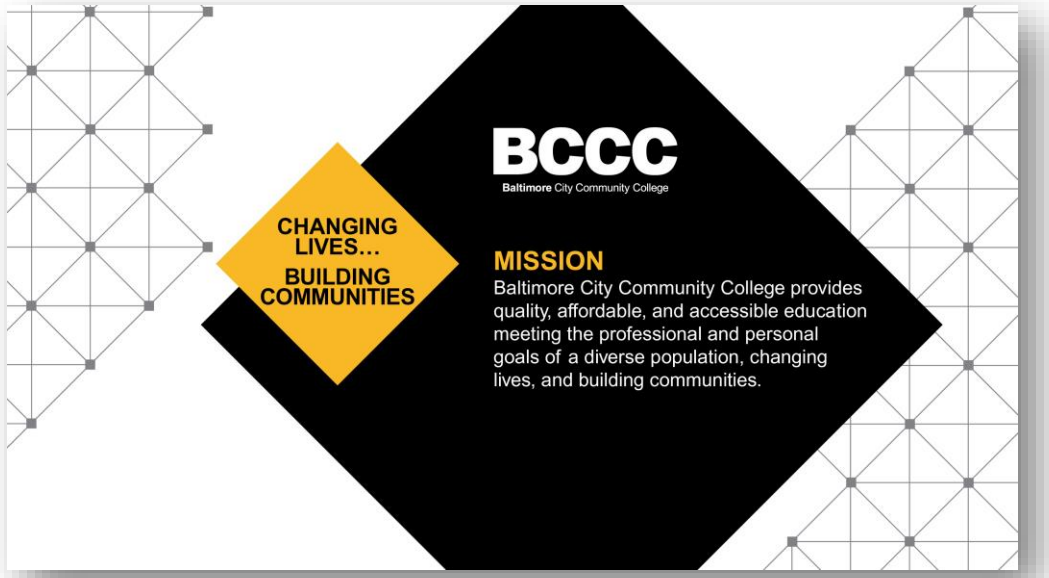

# "OUR AGENDA"

1. Student Access
2. Student Success
3. Institutional Innovation

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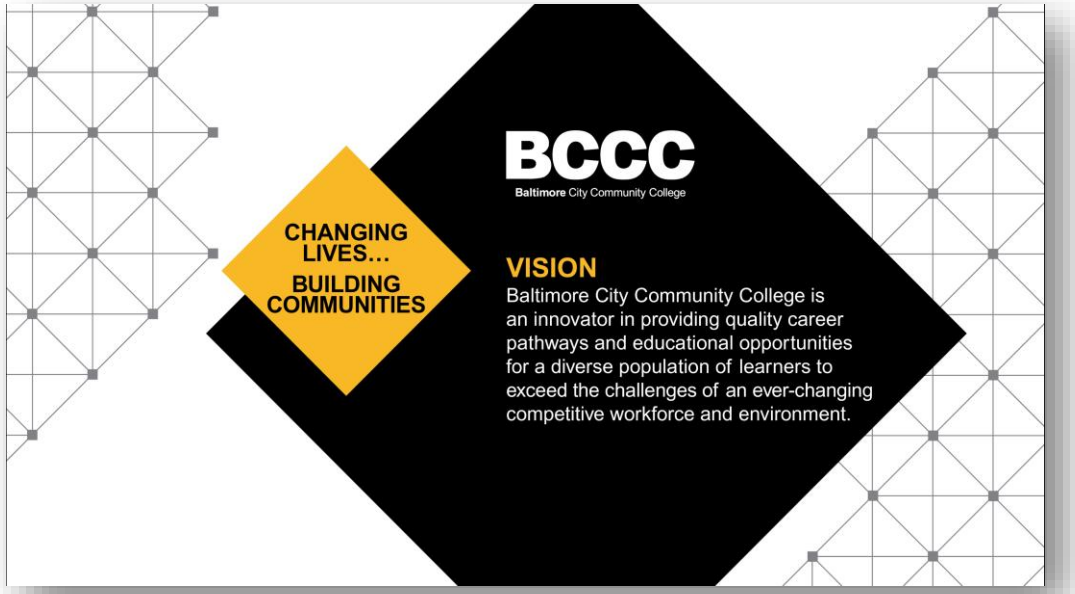
# "Students First"

Exhibit 5.1









# Economic Impact

**Operational Spending Impact**
**$60.8 million**

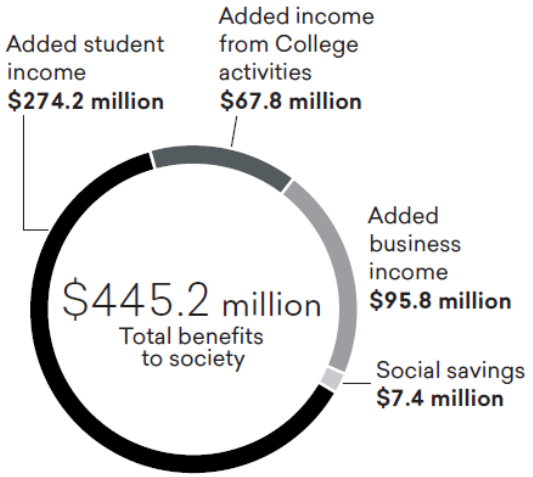
**Construction Spending Impact**
**$716.5 thousand**

**Operational Spending Impact**
**$8 million**

**Alumni Impact**
**$272.9 million**

**Total Economic Impact**
**$342.4 million**
**4,047 Jobs Supported**

SOCIAL BENEFITS IN MARYLAND FROM BCCC




Source: Emsi Burning Glass impact model.

Exhibit 5.1




BCCC influences both the **lives of its students** and the **regional economy**.

BCCC
Baltimore City Community College

Exhibit 5.1




BCCC
Baltimore City Community College

Exhibit 5.1

# Access: Tuition & Fees

- Remains one of Maryland's lowest tuition and fee rates
- In-state tuition rate at $110 per credit hour since Fall 2017
- Full-time at 12 credits, students can take an additional six credits at no additional cost
- As a State agency, no out-of-county tuition rate
- Free Textbooks, Free and/or Low Tuition on various platforms including digital and written media.

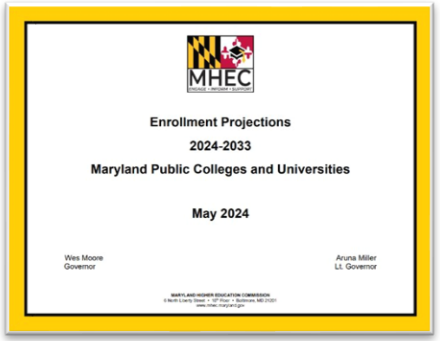
| Institution Name | Average Net Cost of Attendance |
|---|---|
| Allegany | $10,016 |
| Anne Arundel | $6,562 |
| BCCC | $6,986 |
| Bowie | $12,694 |
| Carroll | $7,083 |
| CCBC | $7,299 |
| Cecil | $5,051 |
| Chesapeake | $7,711 |
| Coppin | $14,556 |
| CSM | $7,143 |
| Frederick | $5,138 |
| Frostburg | $15,664 |
| Garrett | $8,715 |
| Hagerstown | $6,413 |
| Harford | $6,248 |
| Howard | $8,081 |
| Morgan | $15,821 |
| PGCC | $7,031 |
| Salisbury | $12,613 |
| St. Mary's | $15,844 |
| Towson | $16,611 |
| UBalt | $12,498 |
| UMBC | $18,321 |
| UMCP | $13,823 |
| UMES | $17,072 |
| UMGC | $5,096 |
| Wor-Wic | $7,073 |
| **Average** | **$12,851** |

**Source: MHEC 2021-2022 Net Cost of Attendance**

Exhibit 5.1

# Enrollment

Credit Enrollment Projections: Fall 2024 – Fall 2033




## Baltimore City Community College

| Fiscal Year/ Fall Term | Actual | Projections | | | | | | | | | % Change |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | FY 2024 Fall 2023 | FY 2025 Fall 2024 | FY 2026 Fall 2025 | FY 2027 Fall 2026 | FY 2028 Fall 2027 | FY 2029 Fall 2028 | FY 2030 Fall 2029 | FY 2031 Fall 2030 | FY 2032 Fall 2031 | FY 2033 Fall 2032 | FY 2034 Fall 2033 | FY 2024 to FY 2033 |
| Full-time | 985 | 1,301 | 1,329 | 1,331 | 1,333 | 1,335 | 1,336 | 1,338 | 1,330 | 1,322 | 1,314 | 33.4% |
| Part-time | 2,954 | 3,348 | 3,408 | 3,421 | 3,433 | 3,445 | 3,457 | 3,470 | 3,464 | 3,458 | 3,452 | 16.9% |
| ***Total*** | ***3,939*** | ***4,649*** | ***4,737*** | ***4,752*** | ***4,766*** | ***4,780*** | ***4,793*** | ***4,808*** | ***4,794*** | ***4,780*** | ***4,766*** | 21.0% |
| % Change from Prior Year | 11.3% | 18.0% | 1.9% | 0.3% | 0.3% | 0.3% | 0.3% | 0.3% | -0.3% | -0.3% | -0.3% | |

## All Maryland Community Colleges

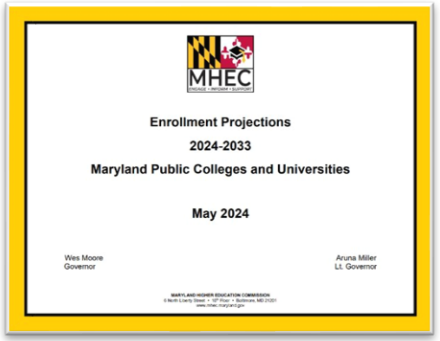
| Fiscal Year/ Fall Term | Actual | Projections | | | | | | | | | % Change |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | FY 2024 Fall 2023 | FY 2025 Fall 2024 | FY 2026 Fall 2025 | FY 2027 Fall 2026 | FY 2028 Fall 2027 | FY 2029 Fall 2028 | FY 2030 Fall 2029 | FY 2031 Fall 2030 | FY 2032 Fall 2031 | FY 2033 Fall 2032 | FY 2034 Fall 2033 | FY 2024 to FY 2033 |
| Full-time | 29,798 | 39,346 | 40,210 | 40,260 | 40,317 | 40,370 | 40,418 | 40,468 | 40,225 | 39,974 | 39,731 | 33.3% |
| Part-time | 72,864 | 83,227 | 84,740 | 85,046 | 85,346 | 85,653 | 85,954 | 86,262 | 86,114 | 85,967 | 85,824 | 17.8% |
| ***Total*** | ***102,662*** | ***122,573*** | ***124,950*** | ***125,306*** | ***125,663*** | ***126,023*** | ***126,372*** | ***126,730*** | ***126,339*** | ***125,941*** | ***125,555*** | 22.3% |
| % Change from Prior Year | 8.3% | 19.4% | 1.9% | 0.3% | 0.3% | 0.3% | 0.3% | 0.3% | -0.3% | -0.3% | -0.3% | |

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Exhibit 5.1

# Enrollment

## Credit Enrollment Projections: Fall 2024 – Fall 2033




### Baltimore City Community College - Headcount

| Fiscal Year/ Fall Term | Actual | Projections | | | | | | | | | % Change FY 2024 to FY 2034 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | FY 2024 Fall 2023 | FY 2025 Fall 2024 | FY 2026 Fall 2025 | FY 2027 Fall 2026 | FY 2028 Fall 2027 | FY 2029 Fall 2028 | FY 2030 Fall 2029 | FY 2031 Fall 2030 | FY 2032 Fall 2031 | FY 2033 Fall 2032 | FY 2034 Fall 2033 | |
| Full-time | 985 | 1,301 | 1,329 | 1,331 | 1,333 | 1,335 | 1,336 | 1,338 | 1,330 | 1,322 | 1,314 | 33.4% |
| Part-time | 2,954 | 3,348 | 3,408 | 3,421 | 3,433 | 3,445 | 3,457 | 3,470 | 3,464 | 3,458 | 3,452 | 16.9% |
| ***Total*** | ***3,939*** | ***4,649*** | ***4,737*** | ***4,752*** | ***4,766*** | ***4,780*** | ***4,793*** | ***4,808*** | ***4,794*** | ***4,780*** | ***4,766*** | 21.0% |
| % Change from Prior Year | 11.3% | 18.0% | 1.9% | 0.3% | 0.3% | 0.3% | 0.3% | 0.3% | -0.3% | -0.3% | -0.3% | |

### Baltimore City Community College - FTE

| Fiscal Year | Actual | | Projections | | | | | | | | % Change FY 2023 to FY 2033 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | FY 2023 | FY 2024* | FY 2025 | FY 2026 | FY 2027 | FY 2028 | FY 2029 | FY 2030 | FY 2031 | FY 2032 | FY 2033 | |
| Credit Eligible FTEs | 1,810 | 2,040 | 1,980 | 2,000 | 1,974 | 1,948 | 1,924 | 1,908 | 1,880 | 1,842 | 1,805 | -0.3% |
| Continuing Ed Eligible FTEs | 627 | 1,006 | 702 | 736 | 769 | 801 | 832 | 861 | 889 | 915 | 941 | 50.1% |
| ***Total*** | ***2,437*** | ***3,046*** | ***2,682*** | ***2,736*** | ***2,743*** | ***2,749*** | ***2,756*** | ***2,769*** | ***2,769*** | ***2,757*** | ***2,746*** | 12.7% |
| % Change from Prior Year | -9.5% | 25.0% | -12.0% | 2.0% | 0.3% | 0.2% | 0.3% | 0.5% | 0.0% | -0.4% | -0.4% | |

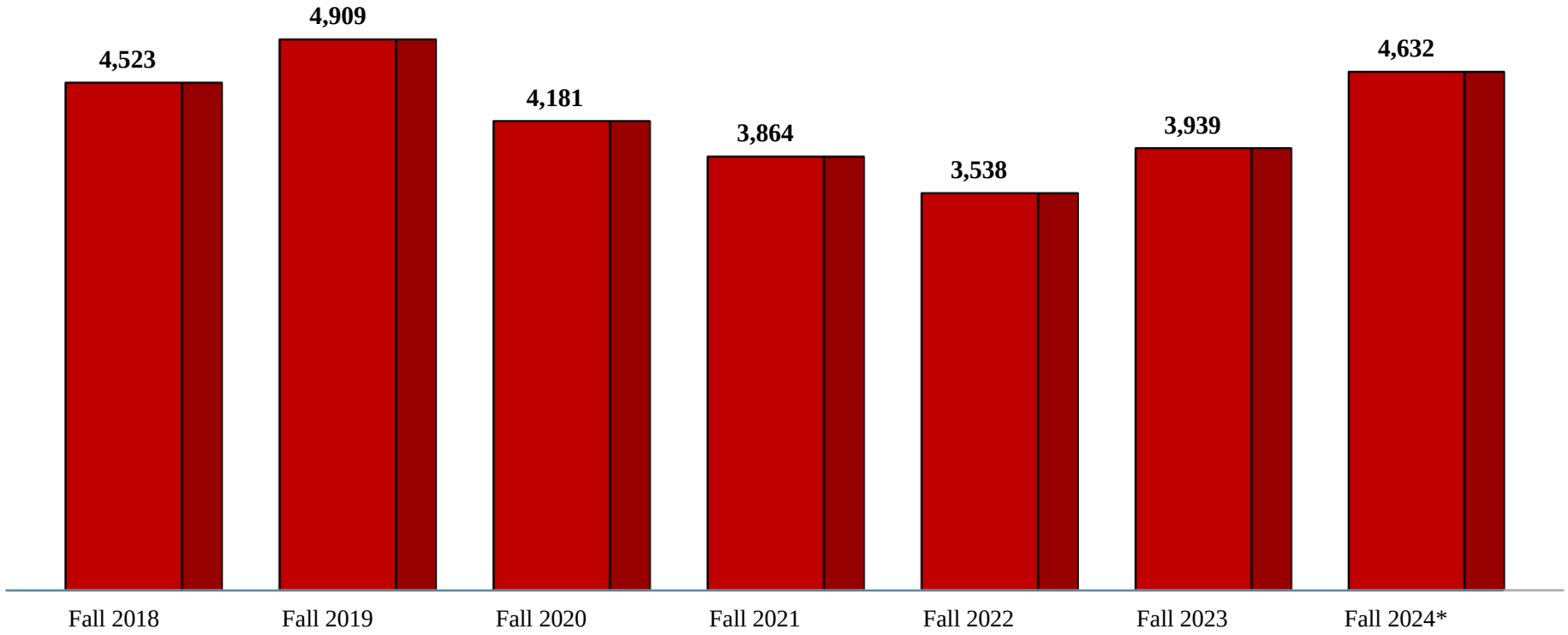
* FY 2024 Credit and Continuing Education FTEs submitted to MHEC in August 2024; pending final approval and audit.

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# Enrollment

Exhibit 5.1

## Trends in Credit Enrollment Fall 2018 – 2024*




***Fall 2024 as of September 13, 2024**

***Fall 2024 is 22.4% ahead of the same point in Fall 2023**

**MHEC Fall 2024 Projection 4,649**

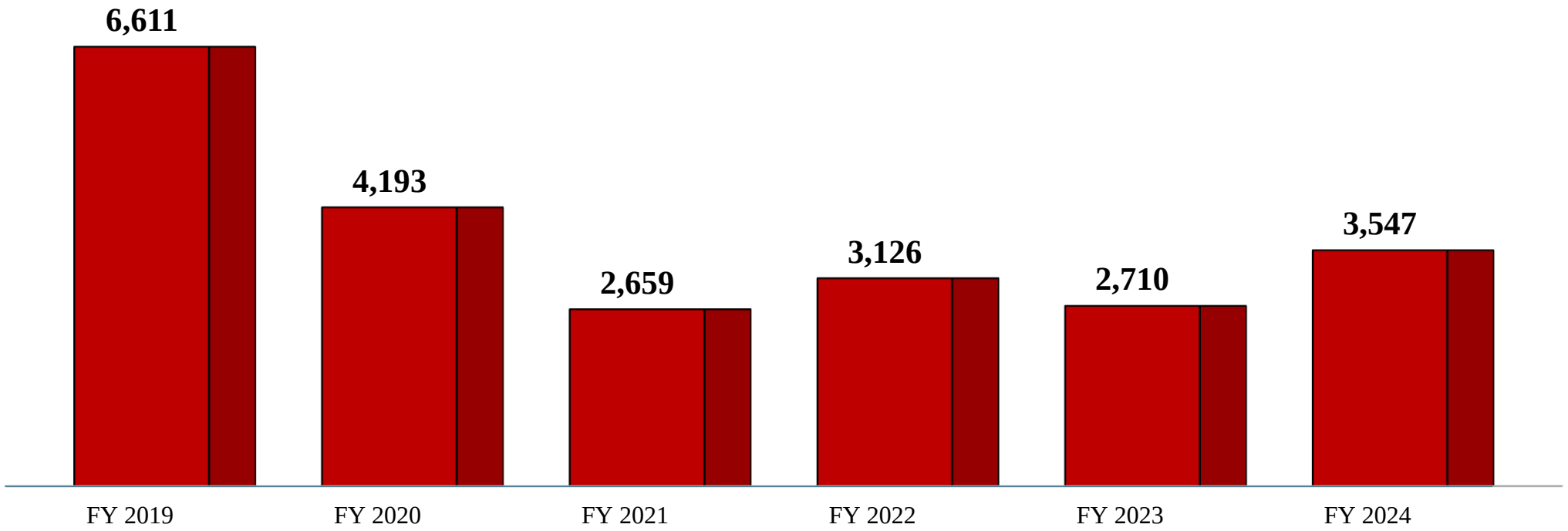
Source: BCCC Enrollment Information System (EIS) files (Fall 2020 - Fall 2023) and Student Information System (Fall 2024). | Office of Institutional Research

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# Enrollment

## Trends in Non-Credit Annual Enrollment
## FY 2019 – FY 2024

Exhibit 5.1




Source: Performance Accountability Report Indicators. | Office of Institutional Research

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# Access: Expanding Financial Literacy

Exhibit 5.1

- Strengthen partnerships with local community organizations, non-profits, and financial institutions through the Federal Work Study Program (FWS) program.
- Continue Adult Basic Education financial literacy courses for adult learners
- Expand Math and financial literacy courses at Community-Based Organizations (CBOs), local career centers, and in partnership with the Mayor's Office of Employment Development (MOED)
- Several grant-funded Workforce Development & Continuing Education opportunities which include tuition, fees and work-related items. Free certificate programs for students living in Baltimore City include:
  - Cyber Warrior
  - Mayor's Office of Employment Development
  - Maryland Promise Scholarship
  - Maryland Department of Labor
  - Supplemental Nutrition Assistance Program
  - Workforce Sequence Scholarship
  - Maryland Department of Labor (supports ESL and ABE)
  - Maryland Office for Refugees and Asylees (MORA)
  - American Recovery Plan Act--Mayor's Office of Baltimore City (Refugee Youth)

Exhibit 5.1

# Access: Systematic Alignment Approaches

- Realignment of institutional planning priorities (accreditation, strategic/unit-level/master plans, academic and non-academic assessment)
- Redesign developmental education courses that include co-requisite models to facilitate improved course progression, persistence, and completion.
- Increase completion with the customization of developmental math and reading/English courses in alignment with Maryland's Blueprint for Baltimore City high schools
- Expand career exploration support to assist students in identifying academic and career pathways
- Increase courses offered in partnership with the Department of Public Safety and Correctional Services (DPSCS)

Exhibit 5.1

# "Student Success"

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# Student Success: High-Quality Instruction

- Enhance high-impact teaching strategies
  - Cohort-based Learning Communities
  - Academy-wide Curriculum Mapping
  - Service Learning
  - Flipped Classrooms
- Increase stackable credentials for non-credit and credit courses/certificates
- Develop Center for Teaching, Learning, & Innovation (CTLI) to train faculty to utilize high impact practices and cutting-edge technology

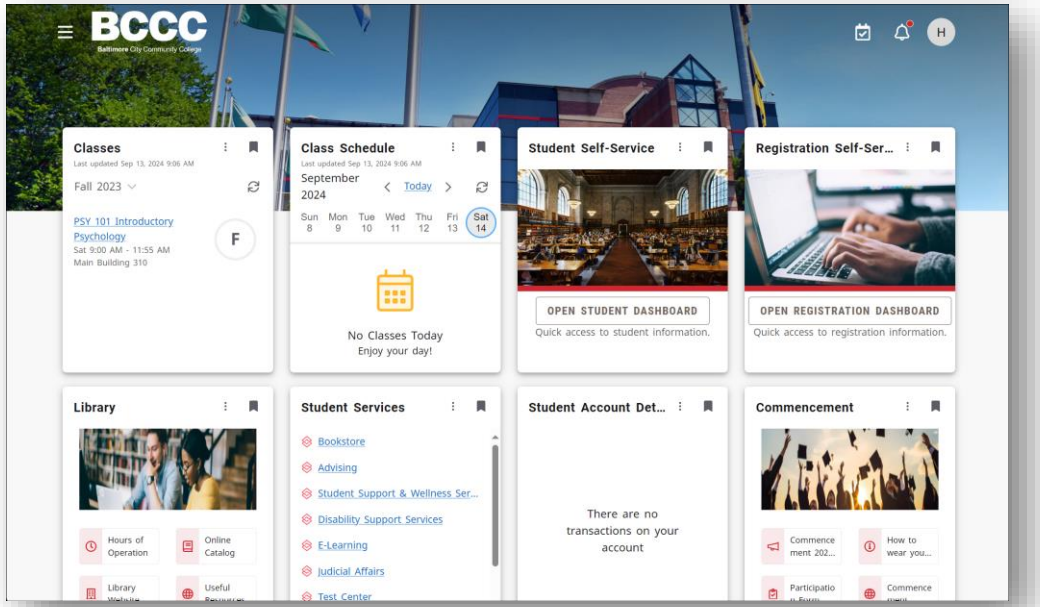



Exhibit 5.1

# Student Success: Strategies

Exhibit 5.1

- Launch the new myBCCC student portal to provide a single point-of-entry to student tools, streamline registration, and provide degree progress
- Implement an early warning intervention system to provide timely comprehensive wrap-around support resources and services
- Utilize supplemental instructors for courses with high rates of D and F grades
- Develop a policy that allows the College to accept placement scores from other accredited institutions
- Expand Workforce Development apprenticeship opportunities for Career and Technical Education programs in Academic Affairs
- Implement a report, analytics, and dashboard tool to assist College leadership with data-informed decisions



# Student Success: Retention

Exhibit 5.1

- Implement automated certificate and degree audit system to match courses to all credit and non-credit programs to increase completion
- Invest in a class scheduling and predictive analytics platform to improve course planning
- Enhance the Center for Academic Achievement services for online, embedded, & one-on-one tutoring
- Modify procedures to improve student attendance including enhanced communications
- Expand on-site resources to meet non-academic student needs through community partnerships
- Increase opportunities for articulation agreements with senior institutions

Fall-to-Fall Retention Rate
First-time Degree- & Certificate-Seeking Students

| Cohort | Fall 2018 Cohort | Fall 2019 Cohort | Fall 2020 Cohort | Fall 2021 Cohort | Fall 2022 Cohort |
|---|---|---|---|---|---|
| Pell grant recipients | 34.8% | 35.0% | 55.4% | 44.7% | 55.1% |
| Developmental students | 36.2% | 31.3% | 40.2% | 36.6% | 48.2% |
| Full-time students | 44.8% | 35.2% | 48.5% | 54.9% | 56.1% |
| Part-time students | 33.4% | 23.5% | 26.8% | 31.9% | 34.8% |
| ***All students*** | ***35.2%*** | ***31.2%*** | ***39.3%*** | ***37.5%*** | ***43.1%*** |

Source: BCCC Student Information System and Enrollment Information System, Degree Information System, and Financial Aid Information System files submitted to MHEC. BCCC OIR - 04.03.2024

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# Student Success: Retention

Exhibit 5.1

- BCCC continues to utilize the Higher Education Emergency Relief Fund (HEERF) and Board of Estimate funds for retention initiatives.
- 2022-2024 Approximately $2.7 million spent
- Board of Estimates funds were used to offer eligible students free summer classes
- HEERF funds were used to provide:
  - Direct payments to eligible students
  - To pay student account balances
  - Students were also provided with:
    - Free textbooks and shipping
    - IT equipment for labs and classrooms
    - Sponsored WI-FI bills assistance and laptops

# Student Success: Graduation

Exhibit 5.

- Launched Panther Success Program Fall 2024 promoting on-time completion using intentional advising in partnership with MHEC and Manpower Demonstration Research Corporation
- Provide mobile GED examinations to Maryland residents and Accuplacer to high school students
- Increase a student's sense of belonging, engagement, and academic success through a peer mentor program
- Generate marketing initiatives that create internal and external brand cohesiveness for English and Spanish speaking students
- Streamline the enrollment process for Deferred Action for Childhood Arrivals (DACA), or DREAM Act, and English as a Second Language students

Fall 2019 Entering Cohort
Degree Progress Four Years after Initial Enrollment

| | African American | Asian | Hispanic | White |
|---|---|---|---|---|
| Earned Associate Degree | 13.9% | 14.3% | 19.4% | 15.8% |
| Total associate and certificate graduates | 17.7% | 14.3% | 22.6% | 21.1% |
| Total transfers | 24.5% | 57.1% | 22.6% | 42.1% |
| Graduated and/or transferred | 32.4% | 57.1% | 38.7% | 52.6% |

Percentage of first-time, fall entrants attempting 18 or more credits in their first two years who graduated with an associate degree/certificate and/or transferred or earned at least 30 credits with a GPA of 2.0 or higher or still enrolled after four years.

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# Student Success

- Seek the *Aspen Prize* for Community College Excellence from the Aspen Institute
- Outstanding achievement in six critical areas:
  - teaching and learning,
  - certificate and degree completion,
  - transfer and degree attainment,
  - workforce success,
  - access, and equity for students of color and students from low-income backgrounds




Exhibit 5.1

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Exhibit 5.1



# "Institutional Innovation"

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# Institutional Technology

Exhibit 5.1

- IT Infrastructure Improvements
  - Implementing the new ERP system has provided opportunity for continual process improvement across all functional areas of the College
  - Refreshing all classrooms, computer labs, and offices with new computers/technology
  - Planned network upgrades in academic areas to improve performance for students and faculty
  - Modernizing the Data Center to improving IT systems to be more resilient, secure, and incorporate cloud disaster recovery
  - Implemented a new payroll module to better serve faculty and staff

## ERP Project Status

The College is currently at an overall Green status from the State's Department of Information Technology (DoIT).

| # | Criterion | Description | Status |
|---|---|---|---|
| 1 | Scope | Work content and products of the project | Green |
| 2 | Schedule | Listing of project milestones, activities, and deliverables | Green |
| 3 | Risks | Uncertain events or conditions that can positively or negatively affect project objectives | Green |
| 4 | Quality | Project conformance with performance requirements | Green |
| 5 | Resources | Necessary assets needed to carry out project tasks | Green |
| 6 | Cost | Cash value of project activity | Green |

# FY 2026 Budget Request by Programs

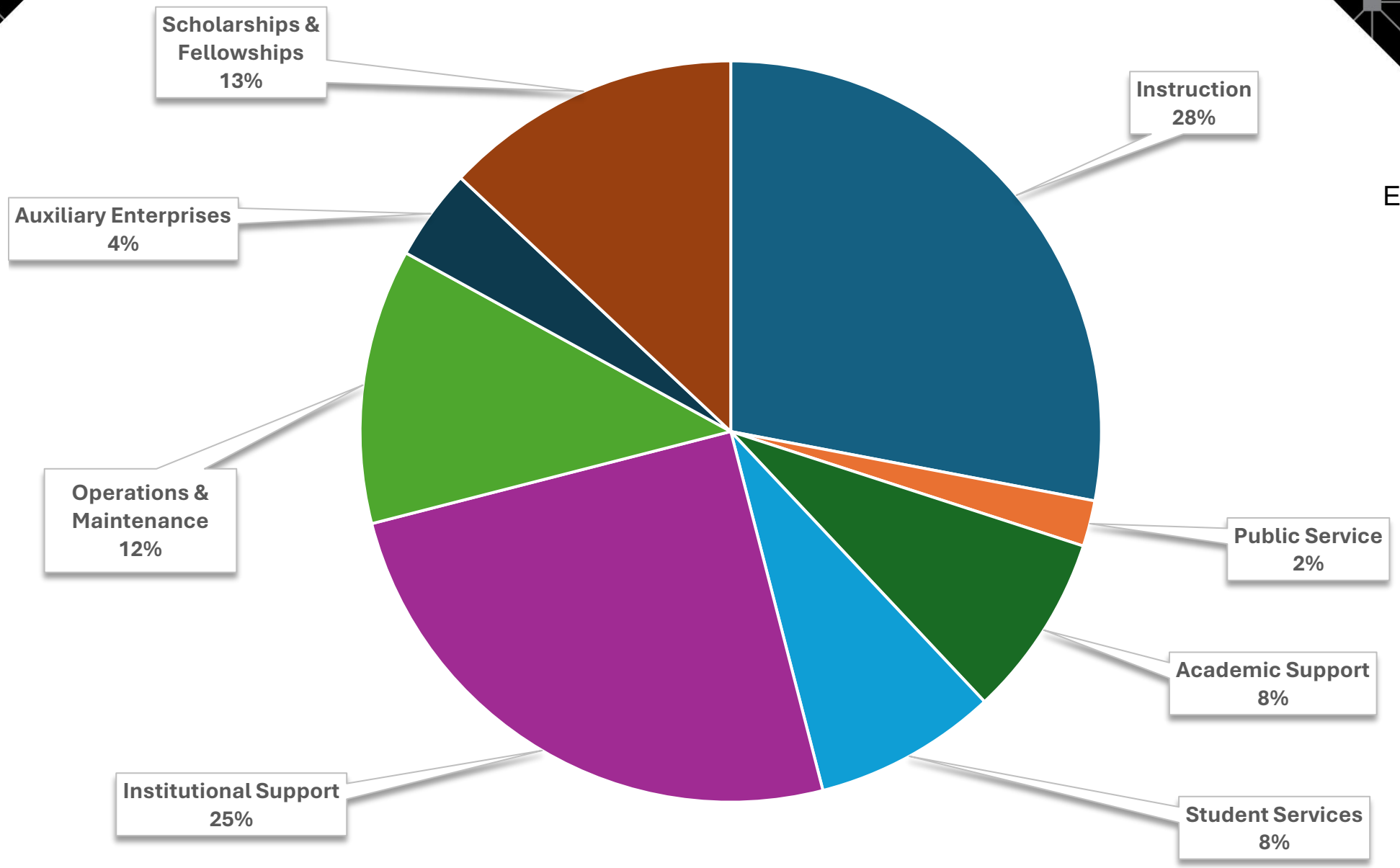



Exhibit 5.1

BCCC
Baltimore City Community College

# Operating Budget Fiscal Year 2026 - Revenues

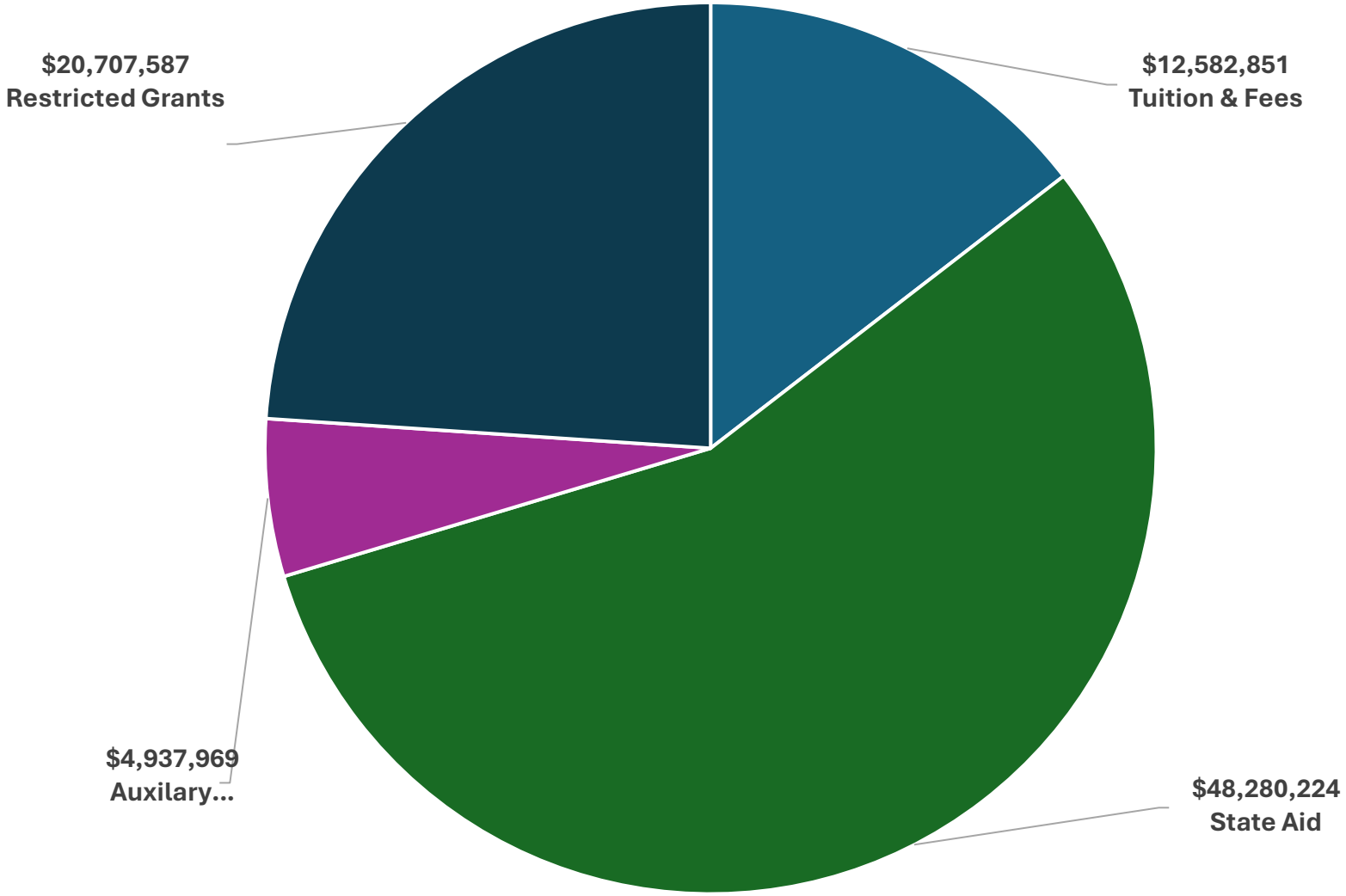
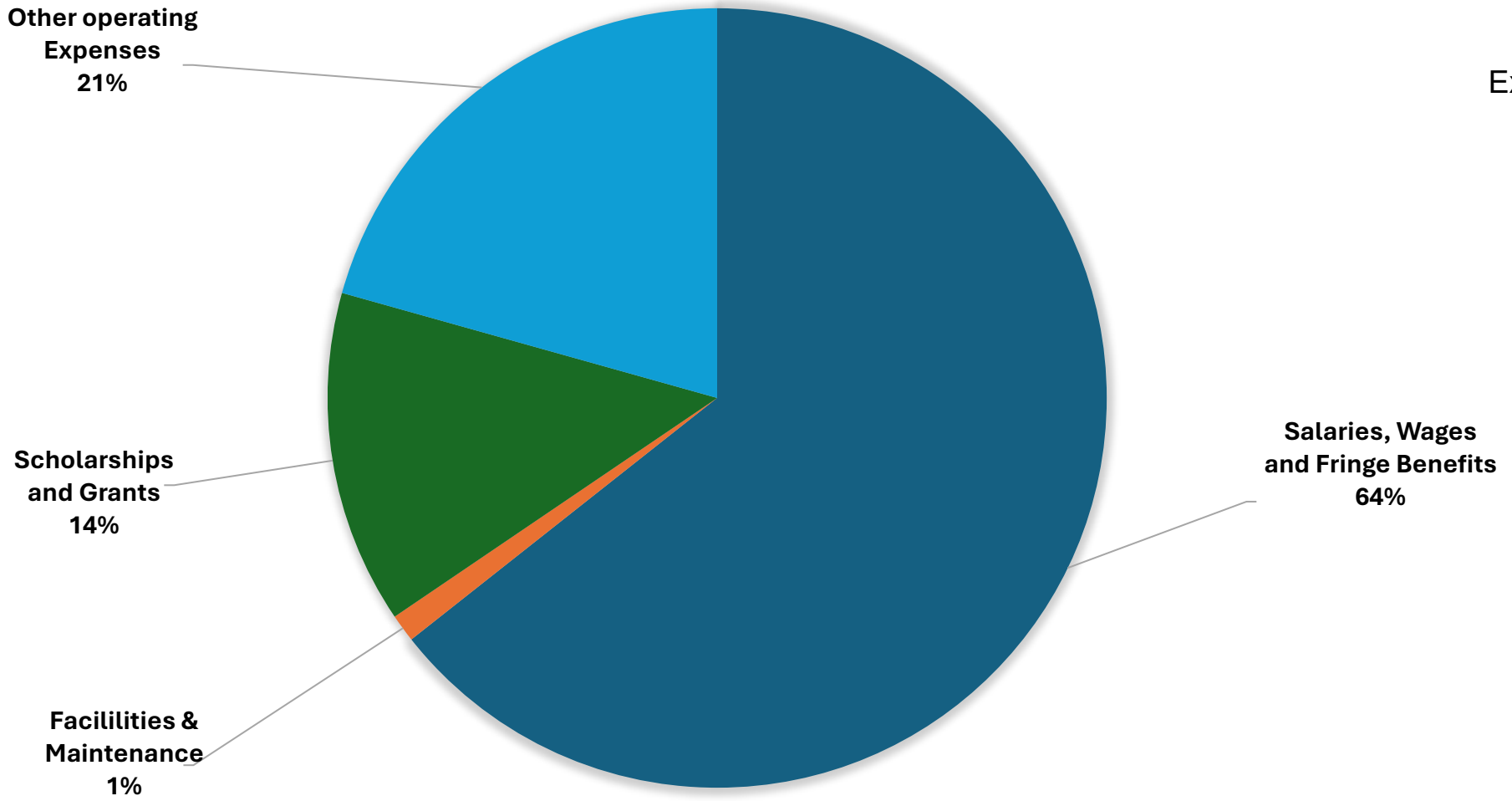



Exhibit 5.1

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# Operating Budget Fiscal Year 2026 - Expenditures

Exhibit 5.1




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# Community College Instruction As a Percentage of Expenditures

Exhibit 5.1

| Community College | FY 2022 (%) | FY 2023 (%) |
|---|---|---|
| Allegany College of Maryland | 34.1 | 33.2 |
| Anne Arundel Community College | 48.2 | 47.0 |
| Baltimore City Community College | 40.1 | 35.5 |
| Carroll Community College | 42.5 | 42.5 |
| Cecil College | 39.0 | 37.0 |
| Chesapeake College | 47.4 | 46.8 |
| College of Southern Maryland | 42.2 | 39.7 |
| Community College of Baltimore | 46.8 | 47.5 |
| Frederick Community College | 48.5 | 48.3 |
| Garrett College | 30.6 | 28.3 |
| Hagerstown Community College | 39.2 | 37.6 |
| Harford Community College | 37.6 | 36.5 |
| Howard Community College | 44.3 | 42.7 |
| Montgomery College | 33.9 | 33.6 |
| Prince George's Community College | 35.1 | 31.8 |
| Wor-Wic Community College | 36.7 | 34.8 |

Note: Expenditures do not include retirement costs paid by the State on behalf of the Community Colleges

# Deferred Maintenance - Five-Year Capital Program
# FY2026 Request Project List

Exhibit 5.1

| | | | |
|---|---|---|---|
| **Replace LSB Air Handling Units and Controls**<br>**$13,000,000** | **Replace Air Handlers and hot water boilers at the West Pavilion**<br>**$1,650,000** | **Replace Hot Water Boilers and Water Heaters at Fine Arts**<br>**$1,100,000** | **Replace Air Handler and Controls at the South Pavilion**<br>**$2,600,000** |
| **Electrical Grid Upgrade – Phase 1**<br>**$2,500,000** | **Emergency Generator Upgrade**<br>**$4,872,000** | **Campus Sub-Metering and Lighting Upgrades**<br>**$5,740,000** | **Replace Windows at the Main Building**<br>**$1,000,000** |
| | **Campus Wayfinding Signage**<br>**$550,000** | **Total $33,012,000** | |

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# Bard Building "Center for Innovation"

Exhibit 5.1





## Summary of Scope

Design of the deconstruction and removal of the Bard Building located in downtown Baltimore, including site restoration. Special requirements include permitting through the city and State (MDE) and coordination with other agencies (MTA and USPS). The site is located within the Chesapeake Bay Critical Area. The project includes hazardous material abatement, the removal of the grade beams and pile caps, with foundation piles remaining, and the installation of greenspace bordered by trees. Throughout construction, the Holocaust Memorial Park will be protected and there will be a visual screen around the site.

## Project Schedule

- Design 8 Months
- April 27, 2022 — BPW Awards Design Contract to RK&K
- December 2022 — 100% Construction Document Review
- February 2023 — Bids Due
- Construction: 8 Months from Notice to Proceed
- July 19, 2023 — BPW Construction Contract Award to The Berg Corporation, LLC
- August 2, 2023 — Kick-off Meeting/Notice to Proceed
- July 2024 — Substantial Completion
- August/September 2024 — Completion

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# Strategic Plan Alignment

Exhibit 5.1




| MSCHE Standards for Accreditation, 13th Ed. | Standard I – Mission & Goals | Standard II – Ethics & Integrity | Standard III – Design & Delivery of the Student Learning Experience | Standard IV – Support of the Student Learning Experience | Standard V – Educational Effectiveness Assessment | Standard VI – Planning, Resources & Institutional Improvement | Standard VII – Government, Leadership & Administration |
|---|---|---|---|---|---|---|---|
| MHEC 2022 MD State Plan for Higher Education | Goal 1 – Access | Goal 2 – Success | Goal 2 – Success<br>Goal 3 – Innovation | Goal 2 – Success<br>Goal 3 – Innovation | Goal 2 – Success | Goal 1 – Access<br>Goal 3 – Innovation | Goal 2 – Success |
| MD General Assembly 2017 BCCC Realignment Tasks | Task 1 – Review and strategically align core course offerings<br>Task 2 – Prioritize workforce development and job placement<br>Task 3 – Improve student pathways to success<br>Task 4 – Establish student pathways with City Schools and higher education institutions<br>Task 5 – Align budget with realistic projections<br>Task 7 – Establish strong relationships with stakeholders<br>Task 8 – Develop and market a brand for BCCC<br>Task 9 – Address IT and infrastructure<br>Task 12 – Review and revise the Strategic Plan | Task 8 – Develop and Market a Brand for BCCC<br>Task 11 – Identify any barriers in state or local laws or regulations that impede operations | Task 9 – Address IT and infrastructure | Task 2 – Prioritize workforce development and job placement | Task 2 – Prioritize workforce development and job placement<br>Task 3 – Improve student pathways to success | Task 1 – Review and strategically align core course offerings<br>Task 5 – Align budget with realistic projections<br>Task 6 – Comprehensive review of all positions<br>Task 8 – Develop and market a brand for BCCC<br>Task 8 – Develop and market a brand for BCCC<br>Task 9 – Address IT and infrastructure<br>Task 10 – Develop or sell underutilized real estate<br>Task 11 – Identify any barriers in state or local laws or regulations that impede operations<br>Task 12 – Review and revise the Strategic Plan | Task 2 – Prioritize workforce development and job placement<br>Task 4 – Establish student pathways with City Schools and higher education institutions<br>Task 6 – Comprehensive review of all positions<br>Task 7 – Establish strong relationships with stakeholders<br>Task 11 – Identify any barriers in state or local laws or regulations that impede operations |
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| BCCC 2014-2017 Academic Master Plan 2024-2029 in-process | Goal 1 – Academic Success | Goal 1 – Academic Success | Goal 1 – Academic Success<br>Goal 4 – Effective Technology | Goal 1 – Academic Success<br>Goal 4 – Effective Technology | Goal 1 – Academic Success<br>Goal 4 – Effective Technology | Goal 3 – Physical Learning Environment<br>Goal 5 – Revenue | Goal 2 – Effective Operations |
| BCCC 2013-2018 Strategic Enrollment Management & Retention Plan 2019-Present Updated Annually 2024-2029 in-process | Goal 1 – Stabilize Enrollments<br>Goal 5 – Responding to Economic Forces | | Goal 6 – Creating a Culture of Evidence | Goal 2 – Linking Academic and Student Service Programs<br>Goal 4 – Transforming Retention Rates | Goal 3 – Improving Services<br>Goal 6 – Creating a Culture of Evidence | Goal 3 – Improving Services<br>Goal 6 – Creating a Culture of Evidence | Goal 5 – Responding to Economic Forces |
| BCCC 2020 Facilities Master Plan | Priority 1 – Address Deferred Maintenance<br>Priority 2 – Replace Aging Structures<br>Priority 3 – Grow New Programs | | Priority 1 – Address Deferred Maintenance<br>Priority 3 – Grow New Programs | Priority 1 – Address Deferred Maintenance<br>Priority 3 – Grow New Programs | Priority 2 – Replace Aging Structures<br>Priority 3 – Grow New Programs | Priority 1 – Address Deferred Maintenance<br>Priority 2 – Replace Aging Structures | Priority 3 – Grow New Programs |
| BCCC 2023 IT Master Plan | | Goal 1 – ERP Implementation | Goal 1 – ERP Implementation<br>Goal 2 – Technology Refresh | Goal 1 – ERP Implementation<br>Goal 2 – Technology Refresh | Goal 1 – ERP Implementation<br>Goal 2 – Technology Refresh | Goal 1 – ERP Implementation<br>Goal 2 – Technology Refresh<br>Goal 3 – Disaster Recovery Solution | Goal 1 – ERP Implementation<br>Goal 2 – Technology Refresh<br>Goal 3 – Disaster Recovery Solution |

BCCC
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# Baltimore City Community College

Exhibit 5.1

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Maryland Higher Education Commission
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September 18, 2024

State of Maryland
Wes Moore, Governor
FY 2026 Operating & Capital Budget

BCCC
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# Task Ten Evidence

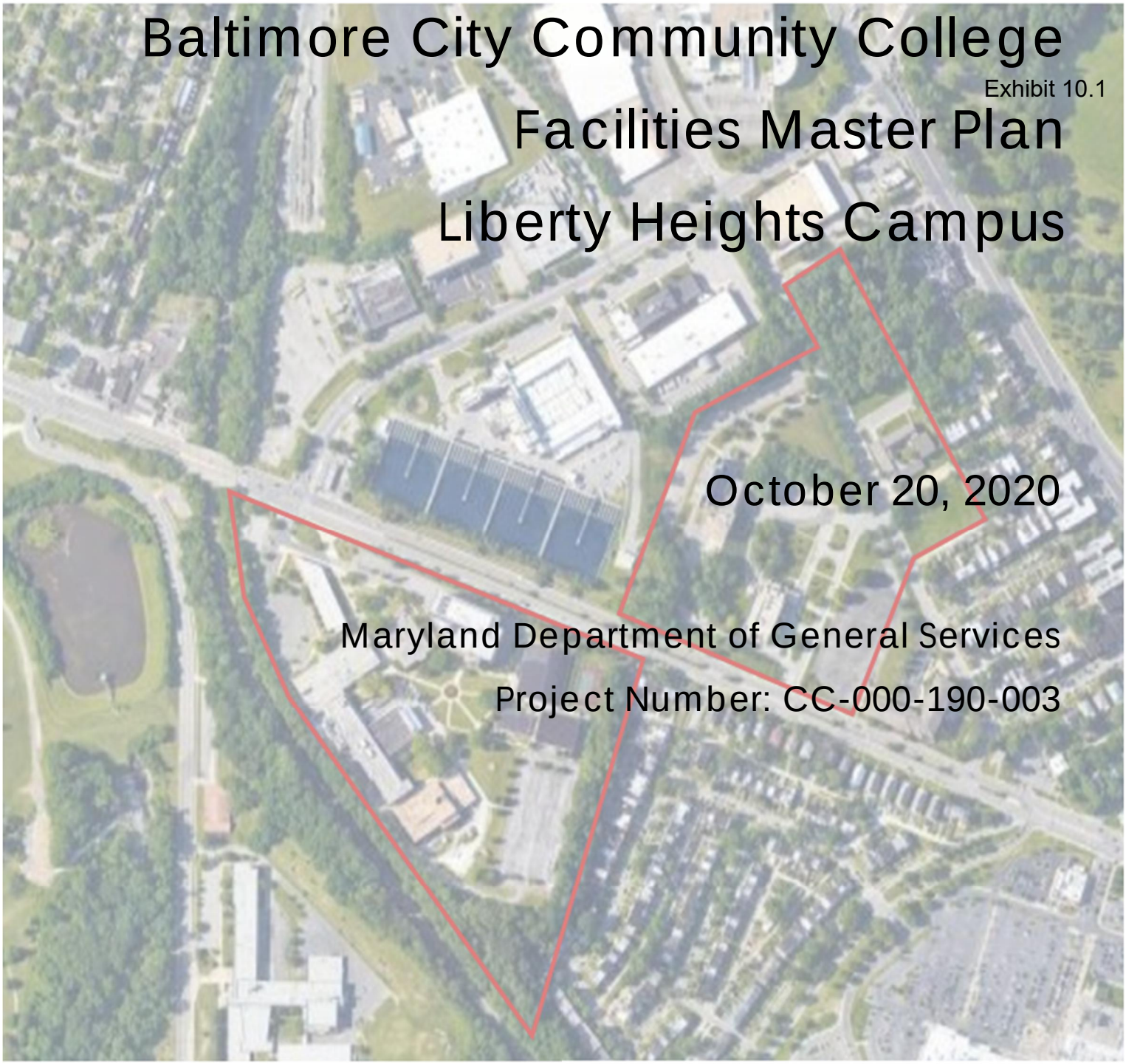

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# Baltimore City Community College

Exhibit 10.1

# Facilities Master Plan

# Liberty Heights Campus



October 20, 2020

Maryland Department of General Services

Project Number: CC-000-190-003

BALTIMORE CITY COMMUNITY COLLEGE
CHANGING LIVES...BUILDING COMMUNITIES

Baltimore City Community College
2901 Liberty Heights Avenue
Baltimore, Maryland 21215

Exhibit 10.1

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# Baltimore City Community College
# Facilities Master Plan
# Liberty Heights Campus

Maryland Department of General Services
Project Number: CC-000-190-003

## Introduction

# Introduction

## Summary of Scope

This Facilities Master Plan for the Baltimore City Community College (BCCC) provides an overview and vision of campus development at the College's Liberty Heights campus. This planning document is intended to provide a basis for the re-alignment and modernization of the college's physical facilities to support the college's current and future programs. A previous facilities master plan was developed in 2007. The acquisition of the former Bon Secours property on the north side of Liberty Heights Avenue prompted a substantial revision to the 2007 plan in 2011. Since that time, BCCC programs have experienced substantial growth in specific academic and workforce training sectors that necessitate re-alignment of the college's teaching facilities to match the demands imposed by these growth patterns.

This master plan includes site analysis of the Liberty Heights campus complex, a facilities and infrastructure assessment, and a space needs analysis founded on enrollment and program projections through 2029.

This master plan has been developed with a planning horizon of ten years, matching the college's academic strategic plan horizon. It includes proposals for major construction projects to align facilities with enhanced program use, as well as modernization projects. A historical pattern of deferred equipment replacement has led to substantial emphasis on the regeneration of campus infrastructure, which is described in this document as a program of systemic repairs, replacement and improvement, much of which is essential infrastructure, rather than new or renovated program space.

Projects identified in this document will be developed in accordance with Maryland DBM and DGS procedures and policies, through evaluation of individual project needs, justification, programming, funding, planning and construction. The master plan addresses broad requirements stemming from the educational program and infrastructure needs, and does not identify detailed program requirements. It expresses broad concepts for future campus development in general terms, expressed as a site plan and general program and area requirements, as well as recommendations for capital projects.

The master plan provides a reference to inform college administration and state review and funding agencies of the college's facility requirements over time. It is recommended that interim modifications be undertaken as plans for its implementation are developed. The master plan is meant to be a working document, not a rigid framework.

The master plan process may be summarized as follows:

- Review of the college's mission and instructional programs, and their vision for the future
- Examination of trends in the choice and growth of academic programs
- The College's goals for new programs and for the discontinuation of lower-priority programs
- An inventory of the college's facilities and infrastructure
- Identification of capital projects that will be required in the next ten years to support the college's goals and aspirations

This master plan document includes evaluations of existing facilities, and makes recommendations for the renovation, removal or replacement of some facilities, and for the construction of new facilities, prioritized by need. It does not cover regular maintenance work, such as the replacement of individual system components smaller than boilers and chillers, or regular programs of painting, finish replacement or paving. This report also omits detailed discussion of information technology infrastructure, telecommunications systems and the like, beyond suggestions for the physical facilities that house those systems.

This plan should be periodically re-examined and updated as the college's needs and abilities dictate. A two-year interval for review and update as projects are advanced or completed should be followed, with a full re-examination of priorities and developments that will require a new master plan in ten years.

Each capital project will require a project justification, programming and design and construction phases according to state requirements. Individual major equipment replacement projects may require minimal programming and design work.

The Planning Process

The master plan was developed in late 2019 and early 2020, beginning with the collection of data on physical facilities and academic data. A survey was undertaken of the physical facilities at the Liberty Heights campus and the former Bon Secours property across Liberty Heights Avenue. The original study mandate covered only the Liberty Heights campus. It was subsequently expanded to cover general programming for downtown workforce and academic programs. Other off-campus facilities are mentioned, but have not been examined in detail. The Bard Building, downtown was the subject of separate evaluations prior to the commencement of this study, which recommended its demolition and the redevelopment of the site.

Each building was examined for existing space allocation and utilization, while building finishes, systems and envelopes were surveyed. Alternatives were evaluated, and a preferred plan was selected for development.

The College developed data on existing, past and future enrollments and trends. Meetings were conducted with College staff, state agencies and the Board of Trustees

to understand issues arising from the physical infrastructure of the college, and to develop priorities for future operations. Separately from review of pure space allocation, the arrangement, equipment and use of existing allocated space was evaluated to establish its suitability for use by the college's current and future programs.

The planning process was integrated with justification and programming for three capital projects that were identified during the master planning process: the Library, Nursing Building, and the deferred systems replacement program. These three projects are the highest priorities for renovation and expansion of critical campus programs and infrastructure. Part I justification documentation has been developed to coordinate with the master plan.

Executive Summary

## Description of the Campus

BCCC is Baltimore's urban-serving institution of higher education. The main Liberty Heights campus is located at the crest of the Liberty Heights hill in northwest Baltimore, at 2901 Liberty Heights Avenue, to the south of the street. The college's environs are a mixture of low and medium density residential districts, parks and commercial areas.

The campus was opened new as a component of the Baltimore City school system in 1959. The primary campus infrastructure dates to that time. The gymnasium and library are essentially as originally built. The main campus is landlocked, surrounded by streets, railroads and residential areas.

A nursing building was added to the campus in 1977, and the Life Sciences Building was constructed in 1996. Temporary modular structures were built in front of the gymnasium for administrative space, child care and the facilities department in 2001 and 2006.

In 2011 the college acquired property on the north side of Liberty Heights Avenue from the Bon Secours Health System. The tract included three major buildings, which remain. None of these buildings were designed for public use or for education. They are surrounded by large areas of parking and undeveloped green space. The parcel of 18.5 acres is now referred to as North Campus.

About 75 percent of the Main Building was substantially renovated between 2004 and 2008, with a final phase that renovated the administrative area in 2018, but the Fine Arts Wing remains as built in 1965.

A campus loop road is in final planning stages and construction is expected to begin in 2021.

## Campus Population

In fall of 2019, total campus enrollment was 4909 students, with a full-time equivalent of 1579 FTE. BCCC is authorized 469 full-time faculty, administrative, and support staff. The College is authorized 528 part-time faculty and staff.

Enrollment has trended generally upward since in recent years, with a fall 2019 enrollment of 1,579 full time students and 3,330 part-time students for a total enrollment of 4,909. Fall 2019 credit hours amounted to 41,232 hours, for a full-time equivalent enrollment of 2,748.

Enrollment growth over the next ten years projects roughly 50% growth in credit hours and FTDE by 2029, with corresponding growth in contact hours. Staffing is expected to grow commensurately.

Space needs analysis shows that rebalancing is needed between categories of classroom, lab and office space. However, the overall trend in space requirements indicates that existing shortfalls will continue, with significant shortfalls in office, study,

assembly, food service, athletics and support spaces. These will be partially remedied by proposed capital projects. Beyond changes in space requirements, the capital projects are also needed to offset underinvestment in facility renewals and maintenance, and to assure a safe, effective learning environment. Renovation projects will require temporary relocation or consolidation of programs and services while projects are undertaken.

The Campus and Facilities in 2020




Figure 0-1 - Existing Campus Buildings

Liberty Heights Campus

The Liberty Heights campus comprises the academic core of the college, and houses the bulk of its instructional space and administration. Land-locked on its hilltop site, the campus has five main buildings disposed around a central green space. A limited

amount of parking is disposed in the margin between the buildings and the campus boundary, with a large parking lot in the southeast corner of the campus.

### Nursing Building

The Nursing Building was built in 1977. It is a 36,668 square foot three-story building with a 120 seat lecture hall, health program-related classroom and lab space, and administrative space. It has not been substantially renovated since it was built, and the instructional spaces are obsolete for the current curriculum, which demands nursing simulation labs capable of accommodating large class sizes.

The Nursing Building's systems date to its original construction. HVAC controls are by obsolete pneumatic systems. The building lacks sprinklers. No significant measures have been taken to accommodate the Americans with Disabilities Act (ADA). In particular, toilets and the fire alarm system do not comply with ADA requirements. The building's heat is supplied by the 25-year-old boilers in Main Hall. The Nursing Building has its own chiller and cooling tower, which are in need of replacement.

The Nursing Building has been identified as a leading candidate for comprehensive renovation and expansion.

### Library

The Bard Library is one of the original BCCC campus buildings. Constructed in 1965, it is a two-story 38,936 square-foot structure (including basement) containing traditional library stacks and reading space. It is functionally obsolete, with original HVAC systems and exterior envelope. Current college programs place emphasis on learning commons-style spaces with access to online resources via wireless devices and fixed workstations, which are limited in the Bard Library. The building lacks sprinklers and ADA accessibility features. Like the Nursing Building, it receives heat from Main Hall, and has its own air-cooled chiller.

With the Nursing Building, the Bard Library is a prominent candidate for renovation and reprogramming.

### Life Sciences Building

The Life Sciences Building was built in 1996 on a prominent site along Liberty Heights Avenue, and it is the chief campus building visible from off campus. It houses life science-related classrooms, laboratories and administrative space. It is heavily used. The building has its own HVAC systems. Boiler replacements are a priority, but the building has new air-cooled chillers. Elevators in the building are unreliable and require replacement. The building meets ADA standards extant at the time it was constructed and has full sprinkler coverage.

### Physical Education Center

The Physical Education Center was built in 1965, and was renovated in 1993. As one of the original campus buildings, it is in good repair, but is underused relative to its size on campus. The main level of the building houses lobbies and a competition basketball

court with spectator seating the building's full basement houses offices, lockers, support spaces and some classroom space.

Harper Hall
Harper Hall is a two-story modular structure erected in 2001. It housed a day care center, a data center and staff offices, all of which are being moved to other locations on campus in preparation for demolition. The building is owned by the college, not leased. It is planned to be removed when the campus loop road is constructed.

Facilities Building
The Facilities building is a one-story modular structure adjoining Harper Hall in front of the gymnasium. Built in 2006, it is an unsprinklered structure of about 5,640 square feet. The site of Harper Hall and the facilities building is a leading candidate for future development on the Liberty Heights campus. Harper Hall's functions are being relocated to Main Hall and the South Pavilion.

Main Hall
The principal instructional building on the BCCC campus, Main Hall houses central administrative offices, student aid programs, a dining area, faulty offices and numerous general-purpose classrooms. It also houses the boiler system that provides steam to Main Hall, the Nursing Building, Bard Library and the Fine Arts wing. Main Hall was completely renovated in three phases starting in 2001, with new systems for HVAC, fire protection, power and data distribution and finishes. The original boiler plant remains.

In general, Main Hall functions satisfactorily. Some of the common spaces, such as the dining facility and the bookstore, require functional adaptation.

Fine Arts Wing
The Fine Arts Wing is part of the original Main Hall structure, dating to 1965. When Main Hall was renovated in 2004-2008, the Fine Arts wing was left un-renovated. Its principal feature is a 500-seat auditorium, which lacks modern sound and light systems. In previous master plans an arts center on the Bon Secours property was proposed to replace the Fine Arts wing's function. The Fine Arts Wing's systems are original to the building, and it has seen no updates. It lacks a sprinkler system and ADA accommodation.

Infrastructure
Except for the heating provided from Main Hall to the library and the Nursing Building, campus systems are decentralized. Each building has its own unique systems, and each building operates separately, with a separate maintenance and repair schedule for its own central systems. The campus has suffered from lagging replacement of critical systems, such as roofing, boilers, chillers, finishes, utility piping, and smaller system components. A catch-up program is required to address these issues. Site utilities require similar levels of remedial attention.

North Campus

The 18.5 acre site on the north side of Liberty Heights Avenue, slightly to the east of the main campus, was owned by the Bon Secours Health System until BCCC acquired the property in 2011. Located at 2600 Liberty Heights Avenue, the acquisition was intended to provide expansion for the BCCC campus in the long run, and additional parking capacity. The site was the location of Provident Hospital, which was closed in the 1990s and mostly demolished. The West Pavilion is a remnant of the main hospital, and the South and North Pavilions were part of the hospital campus.

South Pavilion

The South Pavilion is the former medical pavilion for Bon Secours. It is a relatively modern building, built to commercial standards, and has a flexible and adaptable arrangement. The South Pavilion can be used by the college for a variety of purposes as needs arise. However, as a commercial building, it does not have the same longevity as other college buildings and will require systemic renovation at some point in the future.

West Pavilion

The West Pavilion is what remained of Provident Hospital after the clinical core of the hospital was demolished in the 1990s. It comprises the hospital's central plant, administrative offices and the nurses' dormitory. The former office space remains in use by the college, while some upper-floor space has been used as float space for administrative activities that have been displaced during renovations. The former central plant areas are largely unused, with most of their former equipment intact but inoperable. The West Pavilion should not be retained beyond its useful time as float space.

North Pavilion

The North Pavilion is the former community health clinic for Bon Secours, housing substance abuse outreach and other community health initiatives until it was sold. Its original function and design is poorly suited for college use. The North Pavilion is presently unused and un-occupiable, with moisture damage causing hazardous interior conditions. Remediation will require extensive renovation, and the building is recommended for demolition.

Downtown

As the College seeks to maintain a presence in downtown Baltimore, the College is exploring opportunities for development partnerships that may yield instructional space in a mixed-use development for core academic, workforce and specialty programs. About 40,000 square feet of such space is presently envisioned as part of a larger development, replacing existing leased space.

Capital projects

BCCC has seen significant underinvestment in physical facilities, resulting in a significant backlog of systems and functional renovation projects. Changing programs and program focus require realignment of facilities to match the expected needs, and to

ensure that facilities live up to student expectations for current instructional programs. The college must aggressively pursue updated facilities to meet these demands.

The present major capital project will be the campus loop road. This will provide continuous vehicular access to the entire perimeter of the main campus.

The college's chief priority is the renovation and expansion of the Bard Library to become a Learning Commons. This project will address severe deficiencies in campus study space, creating a central commons space with a variety of options for access to college services, information and social opportunities. The Learning Commons project will completely renovate and expand the 1965 library building with modern systems and finishes.

As a second, but still urgent priority, a multi-year capital campaign is proposed to address major systems replacements. Initial projects will deal with backlogged items, such as:

- Roof replacements for Facilities, Fine Arts, Life Sciences and the South Pavilion
- Chillers for Fine Arts and Physical Education
- Boilers for Life Sciences and Physical Education
- Locker room upgrades for Physical Education
- Controls for Physical Education
- Replacement of the campus video surveillance system DVR and cameras, and installation of a dedicated fiber optic security network.

The third priority capital project is the renovation and expansion of the Nursing Building to accommodate new programs and to provide modern teaching and simulation facilities.

Additional long-term projects are the replacement of the Fine Arts Wing, replacement of the Facilities Office, and the renovation of the Physical Education Facility. Space needs also point to a requirements for a downtown campus space, leased or negotiated as the Bard Building site is redeveloped.

Capital project summary

A detailed summary of proposed projects is presented in Chapter 6.

- Campus Loop Road –Complete the roadway around the campus, raze Harper Hall and add a second entrance. This project has been designed and awaits bidding.
- Address systems replacement backlog, roofing, paving, chillers, boilers, elevators. There is a lengthy backlog of projects across the campus. A total of 39 individual projects have been identified over the next eight years.
- Bard Library – Renovate and expand as a campus learning commons.

- Nursing Building – Renovate and expand to accommodate current needs and new programs
- Update the central campus axis and open space, building on site improvements commenced during the library and nursing building projects
- Raze the North Pavilion and develop parking on the site.
- Renovate or replace the Fine Arts Wing of the Main Building.
- Remove the modular Facilities Building and accommodate elsewhere on campus.
- Renovate the gymnasium and expand the fitness center
- Renovate the South Pavilion
- Renovate and improve the campus landscape, adding landscaping, paving, lighting and site amenities

Exhibit 10.1

# Baltimore City Community College
# Facilities Master Plan
# Liberty Heights Campus

Maryland Department of General Services
Project Number: CC-000-190-003

# Chapter 1
## Overview of the College

Exhibit 10.1

Chapter 1

Overview of the College

1.1 Mission, Vision and Strategic Priorities

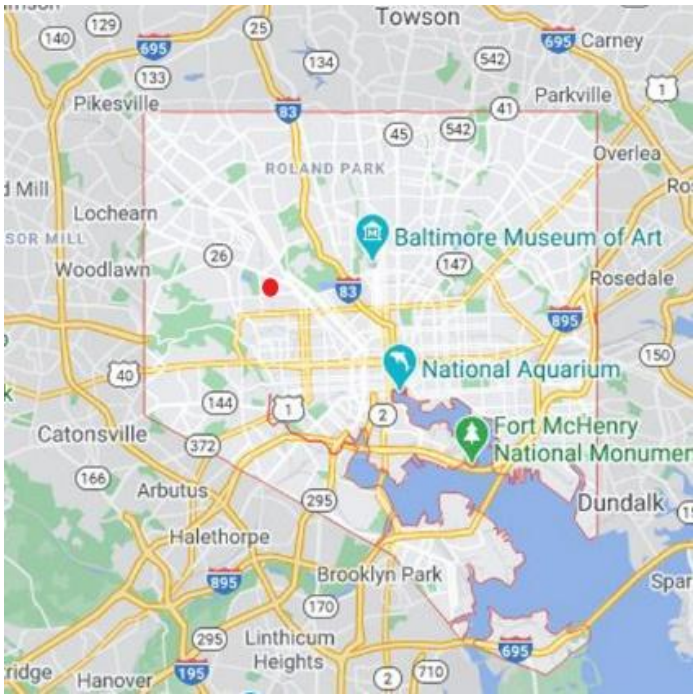



*Figure 1-1 – Map of Baltimore*

The College Setting

Baltimore City Community College is an urban-serving institution of higher education and, therefore, plays a unique role in the city's social and economic fabric. Primarily serving the City of Baltimore, BCCC must meet the higher education demands of an increasingly diverse ethnic and racial community having a vast array of ages, backgrounds, career motivations, and economic resources. Coupled with the reality that Baltimore's poverty, unemployment, and illiteracy rates remain significantly higher than that of the surrounding region, BCCC's urban setting makes it unique among Maryland community colleges.

Mission

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

Baltimore City Community College (BCCC) provides outstanding educational, cultural, and social experiences to the residents of Baltimore City, the state of Maryland, and surrounding areas. The College's accessible, affordable, comprehensive programs include

college transfer and career preparation, technical training, and life skills training.

The College provides a variety of student services that meet and support the learning needs of an increasingly diverse student population. BCCC is a dynamic higher education institution that is responsive to the changing needs of its stakeholders: individuals, businesses, government, and educational institutions of the community at large.

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

Core Values
The College's core values represent the most important underlying principles and beliefs that are the basis for the vision, strategies, plans, policies, and actions of Baltimore City Community College.

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.

Strategic Priorities
Strategic Plan Goals and Objectives 2018 – 2022

- 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.

### 1.2 Realignment Tasks

In 2017, the Maryland General Assembly mandated that BCCC realign its strategies and operations to better serve students, employers and the community. The legislature articulated 12 realignment tasks. The College reports our progress in realigning BCCC to be a stronger, more effective economic engine for the Baltimore region to the Joint Chairs on an annual basis. The framework clearly reflects the strong commitment, capacity, and will reestablish Baltimore City Community College as a vital provider of higher education focused on student success and to position the College for future growth.

The Realignment Tasks are as follows:

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 in Baltimore City.
2. Make workforce development and job placement top educational priorities of BCCC.
3. Improve student pathways to success, including remedial education, attainment of a degree or a postsecondary certificate, and transfer to four-year institutions of higher education.
4. Enter into memoranda of understanding in order to establish student pathways to success with the Baltimore City Public School System (BCPSS), institutions of higher education, and employers.
5. Align the budget of BCCC with realistic enrollment projections.
6. Engage in a comprehensive review of all positions, faculty, and staff at BCCC.
7. Establish strong relationships with key stakeholders, including those specified.
8. Develop and market a brand for BCCC. (VP Advancement & Strategic Partnerships)
9. Address the information technology (IT) and infrastructure needs of BCCC, including whether oversight by the Department of Information Technology is advisable.
10. Develop or sell all unused or underutilized real estate, including the Inner Harbor site.
11. Identify any 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.
12. The Board of Trustees shall review and, if necessary, revise the strategic plan.

## 1.3 Governance and Organization

BCCC's governance is vested in the nine-member Board of Trustees of the College. Eight of its members are appointed by the governor, with the advice and consent of the Senate, to six-year terms. Each academic year a student is selected to serve as a voting member of the Board. Student representation is achieved through a comprehensive application and selection process, coordinated by the Office for Student Activities.

The Board is responsible for setting policy for the institution and the selection of the President of the College. The President has overall operational authority and responsibility for Baltimore City Community College and as such, exercises general supervision of all divisions. The President shares administrative responsibility with Cabinet each with a broad range of responsibilities for Academic Affairs, Student Affairs, Workforce Development and Continuing Education, Finance and Administration, Information Technology, Internal Audit, General Counsel, Advancement and Strategic Partnerships, and Institutional Effectiveness, Research and Planning. Faculty and staff also participate in the governance of the

College through standing and ad hoc committees, the Faculty Senate, and representation on the College Council.

Student Government

The College encourages students to assume the responsibilities of self-government recognizing this is an important facet of higher education. The student body is known as the Associated Students of Baltimore City Community College. The 15-member executive group of the Associated Students is known as the Student Governance Board (SGB). Its purposes are to promote the academic, cultural, and social growth of the student body; provide experience in the principles and practices of democratic government; and appropriate monies supplied by the Student Activity Fee. The SGB is represented on the College Council, and its representative is invited to submit information to the Board of Trustees at its monthly meetings.

Faculty and Staff

During the fiscal year 2019-2020, BCCC is authorized 469 full-time faculty, administrative, and support staff. In addition, the College is authorized 528 part-time faculty and staff. The following table illustrates the distribution of personnel who are critical to the mission, strategic priorities and learning experience at Baltimore City Community College.

Organizational Units

The Liberty Heights campus is the college's primary instructional and administrative component, with particular concentration in life sciences and nursing programs, in addition to broader academic instruction.

This study focuses on the Liberty Heights campus. The college has programs in leased space at Reisterstown Plaza, the University of Maryland Biopark, and downtown. These facilities are not included in this master plan.

Historical Summary

BCCC is the third-oldest community college in Maryland. It was established as Baltimore Junior College (BJC) in 1947 as a unit of Baltimore City Public Schools at Baltimore City College High School. In 1959 the college acquired the facilities of the Park School on Liberty Heights Avenue and moved to the new location, occupying one of the old school buildings. In 1965 the campus was extensively redeveloped with all-new construction for the college.

In 1968 the college was re-named the Community College of Baltimore and was organized as a separate entity within Baltimore City government. In 1990 the college was re-organized as a state-sponsored institution, and became BCCC in 1992.

In 2011 the college acquired the former Provident Hospital property on the north side of Liberty Heights Avenue from the Bon Secours Health System.

## 1.4 Facility History

In 1959 BJC moved to its present 19-acre site on Liberty Heights Avenue. The first three new buildings to be built were Main Hall, the Library and the Physical Education Building, in 1965. In the 1970s the Nursing Building was built next to Main Hall. A second campus was established near the Inner Harbor to create a presence in downtown Baltimore. After two years as the New Community College of Baltimore, the college was finally renamed BCCC in 1992.

The Life Sciences Building was constructed in 1996. The modular Harper Hall was built in 2001 to provide temporary space while Main Hall was renovated. A similar building was built in 2006 for the facilities department. Main Hall was renovated 2012-18, except for the Fine Arts Wing.

The former Bon Secours medical campus was purchased in 2011, with the North, West and South Pavilions. The West Pavilion is the former nurses' dormitory of now-demolished Provident Hospital, and includes much of the old hospital's central infrastructure, now long abandoned. The South Pavilion was the hospital's medical office pavilion. The North Pavilion was a community substance abuse treatment center.

## Physical Description

BCCC is Baltimore's urban-serving institution of higher education. Lacking on-campus student housing, all of the college's arrive each day by car or rapid transit for their classes, whether they are at Liberty Heights, downtown, or at a satellite location. The campus lies between two subway stations, West Cold Spring about a mile to the north, and Mondawmin about 2500 feet to the east. Both are sufficiently far from the campus to limit their usefulness for access without transferring to a bus, particularly given the campus's elevation relative to Mondawmin. The subway underlies Liberty Heights Avenue for much of its length along the north side of the campus, limiting connection opportunities in that direction.

The Liberty Heights campus is located at the crest of the Liberty Heights hill in northwest Baltimore, at 2901 Liberty Heights Avenue, to the south of the street. The college's environs are a mixture of low and medium density residential districts, parks and commercial areas.

West of the campus is Hanlon Park and three Baltimore City schools. The Ashburton neighborhood to the northwest is primarily a single-family residential district. To the north, sharing Liberty Heights, are Baltimore City waterworks facilities and a light industrial zone. Less than a mile to the east are Druid Hill Park and Mondawmin Mall. About 2500 feet to the southeast, across Gwynns Falls Parkway, is Coppin State University. No direct route connects Coppin with BCCC.

The Liberty Heights campus is closely bounded to the west and south by CSX railroad rights-of-way. The north side is bounded by Liberty Heights Avenue, which, like the railroad, is depressed below the elevation of the college campus over much of its length. The sole point of vehicular access to the south campus is at the intersection of Liberty Heights

Avenue and Druid Park Drive. As Liberty Heights Avenue runs eastward it descends, with high retaining walls on the south side of the street and one stairway from the campus down to street level. On the east side, toward downtown, the campus is bounded by a residential area along Burlieth Avenue. A steep embankment separates the college from the residences, with no access to the area to the east from campus.

The primary campus infrastructure dates to the 1960s, as do most of the buildings.

A nursing building was added to the campus in 1977, and the Life Sciences Building was constructed in 1996. Temporary modular structures were built in front of the gymnasium for administrative space, child care and the facilities department in 2001 and 2006.

In 2011 the college acquired property on the north side of Liberty Heights Avenue from the Bon Secours Health System. The tract included three major buildings, which remain. The South Pavilion included administrative space, the West Pavilion was a skilled-care nursing facility, and the North Pavilion was a community health facility. None of these buildings were designed for public use or for education. They are surrounded by large areas of parking and undeveloped green space. The parcel of 18.5 acres is now referred to as North Campus.

Most recently, 75 percent of Main Hall was substantially renovated between 2004 and 2008, with a final phase that renovated the administrative area in 2018, but the Fine Arts Wing remains as built in 1965.

A campus loop road is in final planning stages and construction is expected to begin in 2021. Harper Hall, a temporary modular building, will be removed A somewhat newer modular building for the facilities department will remain in use for some time to come.

The Liberty Heights campus is bounded to the west and south by CSX railroad rights-of-way. The north side is bounded by Liberty Heights Avenue, which, like the railroad, is depressed below the elevation of the college campus over much of its length by as much as 50 feet. The sole point of vehicular access is at the intersection of Liberty Heights Avenue and Druid Park Drive. As Liberty Heights Avenue runs eastward it descends, with 20-foot high retaining walls on the south side of the street and one stairway from the campus down to street level. On the east side, toward downtown, the campus is bounded by a residential area along Burlieth Avenue. A steep embankment separates the college from the residences, with no access to the area to the east from campus.

The North Campus, added in 2011, is bounded on the west by the Baltimore City Waterworks, on the south by Liberty Heights Avenue, on the north by residential areas, and on the east by mixed residential and commercial development.

## 1.5 Instructional Programs

As a public comprehensive, open admissions two-year urban-serving community college, BCCC offers a wide range of transfer, career, continuing education and personal development education programs. These programs lead to the Associate of Arts (A.A.), Associate of Science (A.S.), and Associate of Applied Science (A.A.S.) degrees and Certificates in specialized areas. During the 2019-2020 academic year, the College offered 30-degree programs in transfer and career areas, 10 Areas of Concentration, and 18 certificates. Additional programs are offered at various off-campus sites throughout Baltimore City. A more detailed examination of BCCC's Instructional programs are presented in Chapter 2. As of fall semester 2019, BCCC is fully accredited by the Middle States Commission on Higher Education.

The classes with the highest numbers of credit hours at the main campus are core curriculum classes, such as English, mathematics and biology. Specialty classes in dental hygiene and nursing are in particular demand. Enrollment is low for programs in construction management, engineering and environmental science. In general, enrollment is dominated by programs related to nursing and health.

Programs within the College are currently fully approved or accredited as follows:

School of Arts and Social Sciences
Education, Social and Behavioral Sciences Department
Associate of Arts

- Allied Human Services, AA
- Arts and Science Transfer, Theatre AOC, AA
- Arts and Sciences Transfer, Art AOC, AA
- Arts and Sciences Transfer, Music AOC, AA
- Arts and Sciences Transfer, Psychology AOC, AA
- Elementary Education/Generic Special Education PreK-12, AA
- General Studies, AA
- Teacher Education, AA

Associate of Applied Science

- Addiction Counseling, AAS
- Early Childhood Education, AAS
- Law Enforcement and Correctional Administration, Correctional Administration, AAS
- Law Enforcement and Correctional Administration, Law Enforcement Administration, AAS
- Legal Assistant, AAS

Associate of Science

- Teacher Education, Math/Science Concentration, AS

Certificate
- Addiction Counseling Certificate (M128)

- Allied Human Services Certificate (M048)
- Early Childhood Education Certificate (M251)
- Special Education Assistant Certificate (M116)

School of Business, Science, Technology, Engineering and Mathematics
Business and Technology Department
Associate of Applied Science
- Accounting, AAS
- Business Management, AAS
- Business Marketing, AAS
- Computer Information Systems, AAS
- Computer-Aided Drafting and Design (CADD), AAS
- Construction Supervision, AAS
- Cyber Security and Assurance, AAS
- Fashion Design, AAS
- Fashion Design, Fashion Retailing Concentration, AAS
- Office Administration, AAS
- Robotics/Mechatronics Technology, AAS
- Transportation and Supply Chain Management Degree AAS

Associate of Science
- Business Administration, AS

Certificate
- Accounting Certificate (M211)
- Computer Aided Drafting and Design Certificate (M717)
- Construction Supervision Certificate (M401)
- Cyber Security and Assurance Certificate (M710)
- Fashion Design Certificate (M186)
- Information Technology Basic Skills Certificate (M709)
- Robotics and Mechatronics Certificate (M716)
- Transportation and Supply Chain Management Certificate (M719)

Mathematics and Engineering Department
Associate of Science
- Arts and Sciences Transfer, Actuarial Science AOC, AS
- Arts and Sciences Transfer, Pure and Applied Mathematics AOC, AS
- Engineering, AS

Associate of Science in Engineering
- Electrical Engineering, ASE

Natural and Physical Science Department
Associate of Applied Science
- Biotechnology, AAS

Associate of Science
- Arts and Sciences Transfer, Science AOC, AS

Certificate
- Biotechnology Lab Certificate (M405)
- Lab Animal Certificate (M404)

School of Nursing and Health Professions
Nursing Health Professions
Associate of Applied Science
- Dental Hygiene, AAS
- Health Information Technology, AAS
- Paramedicine, AAS
- Physical Therapist Assistant, AAS
- Respiratory Care, AAS
- Surgical Technologist, AAS

Associate of Science
- Nursing, AS

Certificate
- Coding Specialist Certificate (M205)
- Paramedic Bridge Certificate (M711)
- Paramedic Certificate (M713)
- Practical Nursing Certificate (M216)

## 1.6 Glossary

This glossary contains brief definitions of generic terms related to educational facilities planning and explanations of the acronyms and abbreviations referred to in the remainder of this document.

Bound Volume Equivalent (BVE): The physical space required to accommodate a variety of library materials in amounts equal to one single typical book.

Class Laboratory: Spaces that are used primarily for formally or regularly scheduled classes that require special purpose equipment for a specific room configuration for student participation, experimentation, observation, or practice in an academic discipline.

Classroom: Spaces that are not tied to as specific subject or discipline by equipment or room configuration.

Core Space: Space necessary because of existence of the institution or program without regard to other factors.

Credit Hour: A numerical value awarded a student for successfully completing a course.

Facilities Inventory: Room-by-room and building-by-building listing of assignable spaces, their primary use, their size and their capacity.

Full-Time Equivalent Faculty (FTEF): A base factor statistic equal to full-time faculty plus 25% of all part-time faculty. Note: This statistic is used in this document for facilities planning purposes only, and the calculation may differ from the FTEF computed for budgetary or other reporting purposes.

Full-Time Equivalent Student (FTE or FTES): The total number of on campus credit hours taught during a given semester, divided by 15. Note: This statistic is used in this document for facilities planning purposes only, and the calculation may differ from the FTE computed for budgetary or other reporting purposes.

Full-Time Day Equivalent Student (FTDE or FTDES): The total number of on campus credit hours taught before 5:00 p.m. during a given semester, divided by 15. Note: This statistic is used in this document for facilities planning purposes only, and the calculation may differ from the FTDE computed for budgetary or other reporting purposes.

Gross Square Feet (GSF): The sum of square feet of space in a building included within the outside faces of exterior walls for all stories or areas that have floor surface. Included are all structural, mechanical, service and circulation areas.

Net Assignable Square Feet (NASF): The sum of all areas on all floors of a building assigned to, or available for assignment to an occupant for specific use. Excluded are those spaces defined as structural, mechanical, service and circulation areas.

On-Campus: Refers to BCCC's Liberty Campus

Student Contact Hour: A measure of time of scheduled interface between students and teacher. Usually expressed in terms of Weekly Student Contact Hour (WSCH), which is the number of hours per week of required interface.

Exhibit 10.1

# Baltimore City Community College
# Facilities Master Plan
# Liberty Heights Campus

Maryland Department of General Services
Project Number: CC-000-190-003

# Chapter 2
## Background Data

# Chapter 2

## Background Data

### 2.1 Instructional Organization

Three academic divisions, each headed by a dean and supported by Associate Deans, offer the credit instructional programs for Baltimore City Community College: School of Arts and Social Sciences, School of Nursing and health Professions and School of Business Science Technology and Engineering. Each division is comprised of several departments and/or programs. This instructional organization is administered by the Vice President for Academic
Affairs.

### Associate Degree Designations

Associate degree programs require completion of a minimum of 60 credits including an established set of requirements for graduation. The Associate degree often parallels the first two years of study at a four-year college or university. Students need only two additional years of study to complete a Bachelor degree. The Associate degree is also suitable for career exploration, advancement and skills upgrading. The Associate of Applied Science (A.A.S.) degree focuses on specific occupational areas, and is intended to provide students with entry-level employment skills, instruction for employed students seeking to upgrade skills, and training for students preparing for a career change. The Associate of Arts (A.A.) degree focuses in the liberal arts, humanities, and fine arts. Scientific and technical studies are the focus of students pursuing the Associate of Science (A.S.) degree.

### Non-Traditional Studies

Baltimore City Community College offers a variety of opportunities for students to earn college credits through nontraditional course formats and individualized program advising. These formats are oriented toward self-directed students who either have encountered obstacles in meeting their educational goals through conventional academic scheduling, or who prefer the flexibility afforded through these options. Through non-traditional course formats, students can access a broadened learning environment, develop a new kind of relationship with academic faculty, and pursue a personalized approach to study which is tailored to fit their individual situations and learning styles. Examples of non-traditional learning formats available at BCCC include: Online Courses, Individual Study, Independent Study, and Telecourses.

In addition to the program formats offered by Baltimore City Community College, various statewide programs are available to Baltimore City residents at other Maryland community colleges. City students enrolled in these programs are eligible for in-county tuition rates at the host institution. Eligible high school juniors and seniors may earn college credits while still in high school under BCCC's Early Enrollment program. College credits earned by Early Enrollment students can often be applied toward high school

graduation requirements and, in all cases, will be a part of the student's permanent college record.

2.2 Workforce Development and Continuing Education

The Workforce Development and Continuing Education Division (WDCED) serves the residents and business community of Baltimore City. WDCED offers workforce development programming, short term job training programs designed for students to earn industry credentials and enter the workforce. In addition, WDCED includes the Adult Basic Education (ABE) Department, which provides academic programming for students who want to earn their high school diploma, and the English Language Services (ELS) Department, which offers classes in English as a Second Language (ESL) and Citizenship preparation. The WDCED Division also includes Career Services, which assists students in career readiness and job placement and retention services. The organization structure consists of four program areas (Departments) and the offices of Operations, Budgets and Contracts to provide financial managements, accountability and human resource services. Each Department is headed by a Director. This functional organization is administered by the Vice President for Workforce Development and Continuing Education.

The WDCED partners with local business and industry to offer cost effective, in-demand, contract and customized training that significantly contributes to Baltimore's economic and workforce development. WDCED has aligned programs to develop and industry sector-based Career Pathways. By linking entry-level thorough advanced training and education, students can gain the knowledge, skills, and abilities to enter and advance in employment with family sustaining wages and opportunities for advancement. WDCED offers a wide range of workforce development programs across 8 industry sectors (health and biosciences, IT and cybersecurity, business and workplace skills, hospitality and tourism, construction and manufacturing technologies, environmental and natural resources and transportation distribution and logistics) that provide certification and licensure to students looking to enter the workforce in their chosen career field. Workforce training locations include the Harbor Campus, Reisterstown Road Plaza Campus, South Pavilion Campus, University of Maryland Baltimore Biopark Campus, and the Liberty Campus. ESL and ABE courses are also offered at many community sites across Baltimore City. Courses are available both in person and virtual to accommodate all types of learners and schedules.

The following table represents Maryland Association of Community Colleges (MACC) data showing that non-credit courses accounted for nearly 29% of BCCC's state-funded FTE enrollment in Fiscal Year 2020. Although Maryland space planning models do not provide for consideration of continuing education student enrollment data when computing space needs, it is rather obvious that the implications of this statistic on BCCC's facilities needs are significant. The recent decline of English as a Second Language students due to national, State and local policy impacted the more recent reduction of non-credit FTE.

Table 2-1
State-Funded FTE Enrollment (FY 2010 - FY 2020)

| | Fiscal Year | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020* |
| Credit FTE | 4,350 | 4,522 | 4,163 | 3,310 | 3,165 | 2,990 | 2,529 | 2,302 | 2,206 | 2,478 | 2,591 |
| Non-Credit FTEs | 2,248 | 2,477 | 2,586 | 2,636 | 2,596 | 2,389 | 2,102 | 2,291 | 1,768 | 1,505 | 1,054 |
| Total Eligible FTEs | 6,598 | 6,999 | 6,749 | 5,946 | 5,761 | 5,379 | 4,631 | 4,593 | 3,974 | 3,983 | 3,645 |
| Non-Credit % | 34.1% | 35.4% | 38.3% | 44.3% | 45.1% | 44.4% | 45.4% | 49.9% | 44.5% | 37.8% | 28.9% |

* FY 2020 FTEs are unaudited. Source: CC-2 and CC-3 Reports

## 2.3 Enrollments

### 2.3.1 Historical Trends

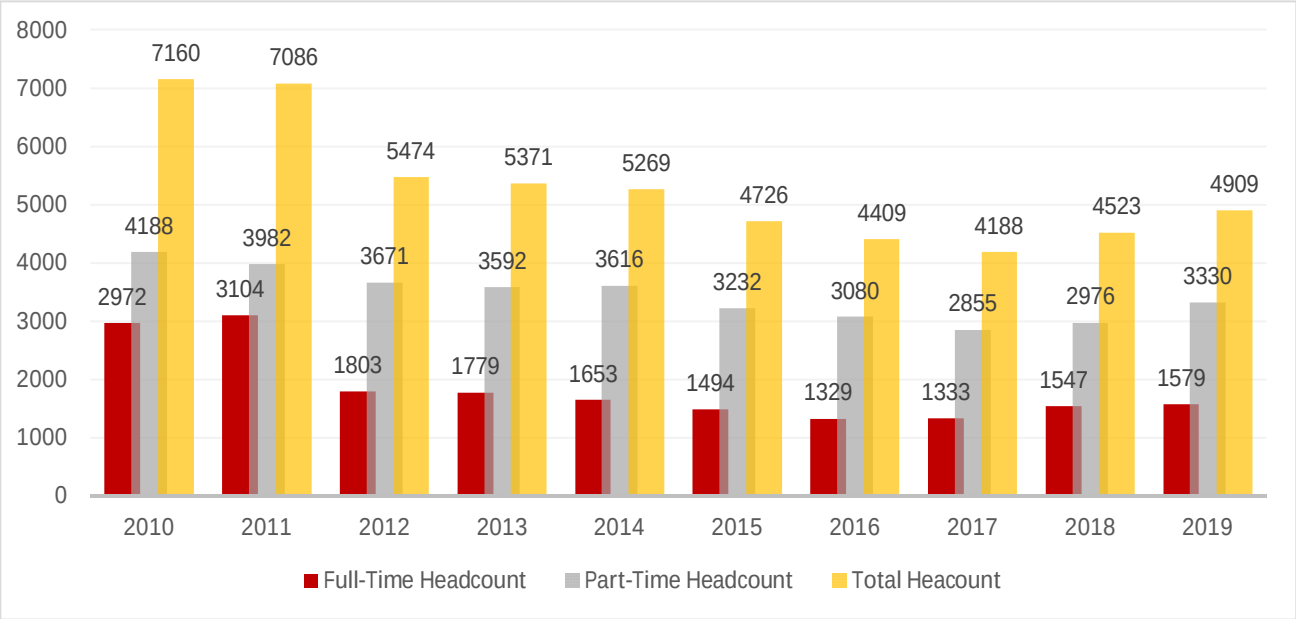
By analyzing an institution's student body composition during the past few years, it is possible to deduce trends in the numbers and types of students enrolled, number of credit hours generated, and choices among continuing programs. A preliminary examination of the table below, which shows fall credit headcount enrollment trends for students attending Baltimore City Community College during the past ten years, reflects a ten-year change of 31% and a fluctuating 2.0% average annual growth rate for total headcount students. Enrollment from 2000 through 2004 saw a steady increase, followed by a slight dip in 2005 to 2007. Enrollment has been trending upwards again from 2008 to the present day. The mix of full-time to part-time students has changed significantly since 2000. In that year, 32% of BCCC's students were classified as full-time. In the fall semester of 2010, 42% of the students are full-time. Enrollment growth rate for full-time students over the last ten years is more than 10 times that of part-time students.

Table 2-2

| Historical Fall Enrollment Headcount Trends | | | | |
|---|---|---|---|---|
| Fall Semester | | Full-Time Headcount | Part-Time Headcount | Total Headcount |
| 2010 | | 2972 | 4188 | 7160 |
| 2011 | | 3104 | 3982 | 7086 |
| 2012 | | 1803 | 3671 | 5474 |
| 2013 | | 1779 | 3592 | 5371 |
| 2014 | | 1653 | 3616 | 5269 |
| 2015 | | 1494 | 3232 | 4726 |
| 2016 | | 1329 | 3080 | 4409 |
| 2017 | | 1333 | 2855 | 4188 |
| 2018 | | 1547 | 2976 | 4523 |
| 2019 | | 1579 | 3330 | 4909 |
| | | | | % Change total |
| % Change 2010 - 2019 | | -47% | -20% | -31% |
| | Full-Time | 2972 | 1579 | -47% |
| | Part-Time | 4188 | 3330 | -20% |
| | Total | 7160 | 4909 | -31% |

Source: Baltimore City Community College Office of Institutional Research

Table 2-3




Source: Baltimore City Community College Office of Institutional Research

2.3.2 Current Enrollment

During the fall semester of 2019, 2,748 FTE Baltimore City Community College students generated 41,232 credit hours of enrollment. The following table shows the enrollment distribution in terms of main campus, satellite locations, off-campus and distance learning.

Table 2-4

Current Credit Enrollment Distribution (Fall 2019)

| | Total | Total |
|---|---|---|
| Location | Credit Hrs | Credit FTEs |
| Liberty Campus | 29,654 | 1,977 |
| Satellite Locations | 1,502 | 100 |
| Off Campus | 1,324 | 88 |
| Distance (Online) | 8,752 | 583 |
| | | |
| Total BCCC | 41,232 | 2,748 |
| | | |
| Source: Baltimore City Community College Office of Institutional Research | | |

A comprehensive summary of actual on-campus credit hours generated by the main campus (Liberty) and the satellite locations (the aggregate total of BioPark, RPC, and WDCE) is provided in the table on the following page. The data are further organized by Day (before 5:00 p.m.), Evening (after 5:00 p.m.), and Weekend (Saturday and

Sunday). The majority (74%) of BCCC's on-campus enrollment is concentrated during the day at the Liberty Campus. The overall on-campus enrollment (95%) has been concentrated at Liberty Campus due to past construction and the decision to de-commission the Harbor Bard Building for academic purposes. Both Liberty and the satellite locations experience larger credit enrollments during the day versus evening (Liberty: 74% and Satellite Locations: 89%). Overall, 75% of on-campus enrollments occur before 5:00 p.m.

Table 2-5
Comparative Summary: Day, Evening, Weekend
On Campus Credit Hour Generation (Fall 2019)

| | Liberty | | Satellite Locations | | Total On-Campus | |
|---|---|---|---|---|---|---|
| Generations | Credit Hrs | | Credit Hrs | | Credit Hrs | |
| Credit Hours: Day | 21995 | 1466 | 1342 | 89 | 23337 | 1555 |
| Credit Hours: Evening | 6024 | 402 | 160 | 11 | 6184 | 413 |
| Credit Hours: Weekend | 1635 | 109 | 0 | 0 | 1635 | 109 |
| Credit Hours: Total | 29654 | 1977 | 1502 | 100 | 31156 | 2077 |
| | | | | | | |
| % Day | 74% | 74% | 89% | 89% | 75% | 75% |
| % Evening | 20% | 20% | 11% | 11% | 20% | 20% |
| % Weekend | 6% | 6% | 0% | 0% | 5% | 5% |
| % Total | 95% | 95% | 5% | 5% | 100% | 100% |
| | | | | | | |
| Source: Baltimore City Community College Office of Institutional Research | | | | | | |

One factor in identifying the academic thrust of an institution is the student subject selection distribution among disciplines. For purposes of establishing the integrity and substance of parameters required for providing appropriate rationale for educational space planning and thorough consideration and application of the Maryland Higher Education Commission (MHEC) *Space Allocation Guidelines for Community Colleges*, systematic relationships between credit hours and weekly student contact hours (WSCH) are established. Analysis of student subject selection distribution among disciplines and the crucial ratios between credit hour and contact hour generation is fundamental to the application of guidelines for determining quantitative indicators of space needs. For example, the total number of credit hours during the day at Liberty Campus for fall 2019 was 21,995, but the total number of contact hours generated by students occupying spaces was 23,337. For purposes of facility and space planning, this derived difference is a crucial factor for determining the quantity and quality of existing educational environments and facilities. It also ensures a relatively stable foundation for extrapolating future needs. If credit hours are used to estimate instructional space needs, extrapolations would result in a shortfall of estimated need. The table below summarizes the detail presented on the next two pages.

Table 2-6
On-Campus Credit vs. Contact Hour Generation: Baltimore City Community College
Fall 2019 (Day Only)

| Location | Number Enrolled | Credit Hours | WSCH Lecture | WSCH Lab | WSCH Total |
|---|---|---|---|---|---|
| Liberty Campus | 7,680 | 21,995 | 21,059 | 2,559 | 24,118 |
| Satellite Location | 484 | 1,342 | 1,195 | 441 | 1,636 |
| | | | | | |
| Totals | 8,164 | 23,337 | 22,254 | 3,000 | 25,754 |
| | | | | | |
| Source: Baltimore City Community College Office of Institutional Research | | | | | |

Table 2-7
On-Campus Credit vs. Contact Hour Generation: Liberty Campus
Fall 2019 (Day Only)

| | Course Code | Number Enrolled | Credit Hours | WSCH Lecture | WSCH Lab | WSCH Total |
|---|---|---|---|---|---|---|
| English, Humanities, Visual and Performing Arts Dept. | | | | | | |
| Art | ART | 118 | 354 | 354 | | 354 |
| Developmental Reading/English | RENG | 638 | 2542 | 2552 | | 2552 |
| English | ENG | 541 | 1623 | 1623 | | 1623 |
| English Language Instruction | ELI | 50 | 237 | 237 | | 237 |
| Music | MUS | 36 | 80 | 80 | | 80 |
| Speech | SP | 243 | 729 | 729 | | 729 |
| Public Services, Education, and Social Sciences Dept. | | | | | | |
| Addiction Counseling | ADC | 62 | 186 | 186 | | 186 |
| Allied Human Services | AHS | 111 | 406 | 406 | | 406 |
| Criminal Justice | CRJ | 47 | 141 | 141 | | 141 |
| Early Childhood Education | ECE | 16 | 48 | 48 | | 48 |
| Education | EDU | 15 | 45 | 45 | | 45 |
| Health and Life Fitness | HLF | 172 | 343 | 413 | | 413 |
| Health | HEA | 62 | 170 | 178 | | 178 |

| | Course Code | Number Enrolled | Credit Hours | WSCH Lecture | WSCH Lab | WSCH Total |
|---|---|---|---|---|---|---|
| History | H | 167 | 501 | 501 | | 501 |
| Philosophy | PHI | 66 | 198 | 198 | | 198 |
| Psychology | PSY | 244 | 732 | 732 | | 732 |
| Sociology | SOC | 121 | 363 | 363 | | 363 |
| Special Education | SED | 10 | 30 | 30 | | 30 |
| Computers, Mathematics, Engineering and Sciences Dept. | | | | | | |
| Biology | BIO | 938 | 1886 | 1422 | 1392 | 2814 |
| Chemistry | CHE | 157 | 324 | 261 | 189 | 450 |
| Developmental Mathematics | MAT | 645 | 3182 | 3182 | | 3182 |
| Engineering Transfer | EGN | 22 | 66 | 66 | | 66 |
| Environmental Science | ES | 19 | 57 | 57 | | 57 |
| Mathematics | MAT | 403 | 1301 | 1301 | | 1301 |
| Physics | PHY | 22 | 55 | 44 | 33 | 77 |
| Robotics | RBT | 15 | 60 | 60 | | 60 |
| Nursing and Health Dept. | | | | | | |
| Allied Health | AH | 18 | 54 | 54 | | 54 |
| Dental Hygiene | DH | 179 | 360 | 262 | 345 | 607 |
| Dental Science | DS | 30 | 45 | 30 | 45 | 75 |
| Emergency Medical Services/Paramedicine | EMS | 50 | 225 | 175 | 100 | 275 |
| Nursing | NUR | 313 | 891 | 891 | | 891 |
| Physical Therapy Assistant | PTT | 80 | 191 | 128 | 186 | 314 |
| Respiratory Care | RC/RESP | 99 | 137 | 245 | 0 | 245 |
| Surgical Technology | SGT | 23 | 32 | 18 | 42 | 60 |
| Business and Technology Dept. | | | | | | |
| Accounting | ACCT | 48 | 144 | 144 | | 144 |
| Business Administration | BUAD | 275 | 825 | 825 | | 825 |
| Business Computer Applications | BCAP | 196 | 588 | 784 | | 784 |
| Computer Information Systems | CISS | 232 | 589 | 560 | 64 | 624 |
| Computer Literacy | CLT | 167 | 334 | 334 | | 334 |
| Computer-Aided Drafting & Design | CADD | 69 | 103 | 68 | 70 | 138 |
| Construction Supervision | CON | 6 | 18 | 18 | | 18 |
| Cooperative Education | COP | 43 | 129 | 129 | | 129 |
| Cyber Security and Assurance | ITSA | 114 | 174 | 120 | 54 | 174 |
| Economics | ECO | 33 | 99 | 99 | | 99 |
| Electronics Technology | ELC | 26 | 39 | 26 | 39 | 65 |
| Fashion | FASH | 80 | 240 | 321 | | 321 |

| | Course Code | Number Enrolled | Credit Hours | WSCH Lecture | WSCH Lab | WSCH Total |
|---|---|---|---|---|---|---|
| Management | MGMT | 142 | 426 | 426 | | 426 |
| Marketing | MKTG | 47 | 141 | 141 | | 141 |
| CIS{ Networking | ITNT | 38 | 114 | 114 | | 114 |
| Transportation & Supply Chain Management | TSCM | 3 | 9 | 9 | | 9 |
| Orientation Courses | | | | | | |
| Preparation for Academic Achievement | PRE | 429 | 429 | 429 | | 429 |
| Liberty Totals | | 7680 | 21995 | 21559 | 2559 | 24118 |

Source: Baltimore City Community College Office of Institutional Research

Table 2-8
On-Campus Credit vs. Contact Hour Generation: Satellite Locations
Fall 2019 (Day Only)

| | | Course Code | Number Enrolled | Credit Hours | WSCH Lecture | WSCH Lab | WSCH Total |
|---|---|---|---|---|---|---|---|
| BioPark | | | | | | | |
| | | | | | | | |
| Computer, Mathematics, Engineering, and Sciences Dept. | | | | | | | |
| Biology | | BIO | 153 | 299 | 219 | 240 | 459 |
| Biotechnology | | BTC | 44 | 112 | 102 | 30 | 132 |
| Chemistry | | CHE | 57 | 101 | 66 | 105 | 171 |
| Lab Animal Science | | LSS | 12 | 36 | 36 | | 36 |
| Mathematics | | MAT | 17 | 61 | 61 | | 61 |
| Physics | | PHY | 44 | 88 | 66 | 66 | 132 |
| | | | | | | | |
| BioPark Totals | | | 327 | 697 | 550 | 441 | 991 |
| | | | | | | | |
| Harbor | | | | | | | |
| | | | | | | | |
| English, Humanities, Visual and Performing Arts Dept. | | | | | | | |
| English Language Instruction | | ELI | 157 | 645 | 645 | | 645 |
| | | | | | | | |
| Harbor Totals | | | 157 | 645 | 645 | 0 | 645 |
| | | | | | | | |
| Satellite Totals | | | 484 | 1342 | 1195 | 441 | 1636 |

Source: Baltimore City Community College Office of Institutional Research

### 2.3.3 Faculty and Staff

Baltimore City Community College is authorized 414 full-time faculty, administrative, and support staff. In addition, the College has authorized 437authorized PINS. The following table illustrates the distribution of personnel who are critical to BCCC's mission, strategic priorities and learning experience.

Table 2-9
Current Faculty and Staff (Authorized)

| Category | FT | PT | Total | FTEF |
|---|---|---|---|---|
| Faculty (Credit) | 108 | 291 | 399 | 174 |
| Faculty (Non-Credit) | 0 | 81 | 81 | 32 |
| Librarians | 3 | 0 | 3 | 3 |
| Sub-Total Staff | 111 | 372 | 483 | 209 |
| Administrative/Professionals | 99 | 3 | 102 | na |
| Support Staff | 204 | 191 | 395 | na |
| Sub-Total Staff | 303 | 194 | 497 | na |
| Total Faculty and Staff | 414 | 566 | 980 | 209 |

Source: Baltimore City Community College Office of Institutional Research

Table 2-10

2019-2029 statistical projections, Liberty Heights Campus

| Input Item | Actual Fall 2019 | Projected Fall 2029 |
|---|---|---|
| **Staff Requiring Office Space** | | |
| FT Faculty (Credit) | 106 | 168 |
| PT Faculty (Credit) | 153 | 243 |
| FTE Faculty (Credit) | 144 | 228 |
| FT Staff (All) | 437 | 465 |
| **Planning Headcount** | | |
| PHC = 50% (FTDE+FTEF+FTE Staff) | 1,131 | 1,491 |

Source: Baltimore City Community College Office of Institutional Research

2.3.4 Library Volumes

BCCC Libraries contain learning resources in diverse formats including, books, print and electronic periodicals, reference tools, audiovisual materials and indexes. The Bard Library at Liberty Campus houses strong collections in allied health, the social sciences, literature, African-American studies and multicultural education.

Table 2-11 - current collection at the Liberty Campus

| | Physical (A) | Digital/Electronic (B) |
|---|---|---|
| 40 Books (title count) | 52,179 | 7,472 |
| 40a Books (volume count) | 54,134 | |
| 41 Databases | | 47 |
| 42 Media | 1,255 | 95,481 |
| 43 Serials | 137 | 42,486 |
| 44 Total | 53,571 | 145,486 |
| 45 External Contributions from Consortia / Network(s) | $0 | $0 |

Source: Baltimore City Community College Office of Institutional Research

Table 2-12

2019-2029 statistical projections, Liberty Heights Campus

| Input Item | Actual Fall 2019 | Projected Fall 2029 |
|---|---|---|
| Library Information Factor | | |
| Bound Volume Equivalent (BE) | 74,880 | 104,750 |

Source: Baltimore City Community College Office of Institutional Research

2.3.5 Facilities Inventory

An inventory of space use was provided to the design team by the BCCC, with space assignments coded according to the Higher Education General Information Survey (HEGIS) space use coding system. The data is examined in Chapter 3, Space Needs, to establish the space requirements of the BCCC.

The data set used in this master plan differs from that in the 2007/2011, in that the current study is confined to the Liberty Heights and North Campus facilities. It excludes

BCCC facilities at Reisterstown Plaza and University of Maryland, Biopark, as well as downtown operations. All of the facilities in this report are considered permanent facilities. However, certain operations in the South Pavilion are tenants in leased space. Adjustments have been indicated where appropriate for available space.

Table 2-13

2019-2029 statistical projections, Liberty Heights Campus

| Input Item | Actual Fall 2019 | Projected Fall 2029 |
|---|---|---|
| **Student Data (On-Campus Before 5 p.m.)** | | |
| Credit Hours (Course Credits * Enrollment) | 24,523 | 34,336 |
| FTDE (Credit) ([Seats*Credit Hours]/15) | 1,648 | 2,289 |
| **Contact Hour Data (On-Campus Before 5 p.m.)** | | |
| WSCH (Lecture) | 20,256 | *34,564* |
| WSCH (Laboratory) | 2,942 | 4,722 |
| WSCH (Total) | 23,198 | 38,116 |

Source: Baltimore City Community College Office of Institutional Research

2.3.6 Parking

Liberty Heights Campus
There are 515 parking spaces distributed among six lots at the Liberty Campus site. Another 428 spaces are located across the street on the North Campus property, and 240 spaces are available in leased space at the Palladium, across from the college's main entrance. All existing parking is on surface lots as there are no parking structures on the Liberty Campus.

Parking capacity as observed by the college is at present sufficient for daily use. Peak class time parking appears to be adequate. Most student parking is on leased space across Liberty Heights Avenue, and most faculty parking is in Lot A at the southeast corner of the main campus. Additional parking is available on the north campus property, but is distant from destinations on the main campus, with minimal security and no shuttle service. Nighttime parking at the north campus is not desirable, due to safety concerns. Lighting in all lots is inadequate.

The campus loop road project will diminish parking at the main campus by 44 spaces. It will improved access overall and repair a number of deficient pavement conditions.

Further discussion of existing Liberty Campus parking is presented in Chapter 5. Chapter 6 includes recommendations for modifications to and future development of campus parking.

Exhibit 10.1

# Baltimore City Community College
# Facilities Master Plan
# Liberty Heights Campus

Maryland Department of General Services
Project Number: CC-000-190-003

# Chapter 3
## Space Needs

# Chapter 3

## Space Needs

Since the original 2007 Master Plan, BCCC's Office of Institutional Research (OIR) has continued to track enrollment trends at the various sites that make up the College. Three major physical changes since the original 2007 Master Plan have dramatically impacted the BCCC's vision for the future, and have necessitated a revision to the projected space needs of the institution. These changes include:

- The acquisition of the North Campus (former Bon Secours site adjacent to the Liberty Campus)
- The Harbor Campus Bard Building has been taken off-line
- BCCC has also opened satellite locations to specifically satisfy demand for programs in support of high-growth industry sectors. These satellite locations consist of the Life Sciences Institute at University of Maryland, BioPark, and the Reisterstown Road Plaza Campus, which are not part of this master plan.

In addition to these space changes, BCCC anticipates a marked increase in both student retention and new enrollment from new and expanded programs. Program enhancements will interface with new space acquisitions to increase BCCC's effectiveness and marketability in the Maryland higher education market, specifically the Baltimore region. The overall result is anticipated to be a significant increase in enrollment numbers (and hence FTDE) for BCCC. These developments are displayed in the OIR graphic above, along with anticipated FTDE distributions by site over the next 10 years. The original 2007 Master Plan anticipated the restoration of the Harbor Campus enrollment, but the graphic displays how drastically that priority has shifted due to the acquisition of new properties by BCCC. The focus is now clearly on expanding and enhancing the Liberty (and Bon Secours) Campus, with strong growth also anticipated at an east Baltimore location. These new acquisitions reflect and support BCCC's stated academic priorities, including a renewed emphasis on developmental education and related enhancements. These changes support the vision of a vibrant and unified central campus with strong support facilities strategically placed throughout the city. Each of these changes and subsequent impact(s) is discussed in further detail in the following paragraphs.

### 3.1 The Harbor Campus Bard Building

The Harbor Campus Bard Building has been challenged with escalating repairs, failing systems and air quality concerns in recent years. In FY 2007 and FY 2008 emergency mold remediation occurred in the Bard Building-Harbor Campus. Permanent remediation and correction of deficiencies including upgrading of the utility system, HVAC, fire suppression electrical and plumbing in addition to replacing the external building façade/cladding to stop the penetration of weather and moisture was estimated at $30.4 million (FY 2008 estimate).

In 2010 as a result of the decline of the building and the rising cost of repairs, programs located at the Bard Building were relocated and the building was taken off line. These

developments drastically affect the BCCC's vision moving forwards, as a primary goal of the original 2007 Master Plan was restoration of the Harbor Campus enrollment to mid-1980's levels. The pending mixed-use development obviously changes this projection. However, previous research by the OIR has concluded that the declining enrollments at Harbor prior to its decommissioning were NOT due to declining student demand, but rather a variety of other interrelated and debilitating factors. Hence, this demand must be met at the BCCC's other facilities – a reality which has already started to strain the school's existing inventory.

### 3.2 Downtown Programs

With the removal of the Bard Building from service and withdrawal from the Gompers building, BCCC has identified programs for development in a future development to be associated with the eventual disposition of the Bard property. This development will incorporate programs that continue to operate in leased space downtown.

At present, core classes in GED, ESL and four basic curriculum classes operate in leased space. It is expected that approximately 40,000 square feet will be needed for these and future classes in a future mixed-use development. The downtown curriculum will include core curricula, workforce education and selected specialty programs. It is envisioned that a developed-led mixed-use project will incorporate this space as part of the disposition of the Bard Building property.

### Strategies for Improved Retention

BCCC is in the process of implementing the *Strategic Enrollment Management and Retention Plan.* This plan envisions improved retention across various subsets of the student population as a result of a variety of factors, including:

- Enhancements to student support services (i.e. the Student Success Center)
- *Performance Alert Intervention System*
- Improved tutoring services

### Enhancement of Programs

BCCC anticipates increased enrollment as a result of program enhancements and additions. Curriculum development at BCCC is a cooperative effort of faculty, administration and the BCCC Office of Institutional Research and Planning; colleagues in city high schools and area four-year institutions; and the Maryland Higher Education Commission. A number of program enhancements and additions are in the developmental stage at any given time. Programs evolve to reflect changes in instructional delivery methodology, technology, and needs of the market.

BCCC continually reviews its course offerings to best serve the needs of the student population, and attempts to anticipate program surges based on specific demand (i.e. a renewed focus on developmental offerings throughout BCCC; identification of an East Baltimore location as a full-service "stand-alone" facility). In addition to its current disciplines, BCCC plans to develop new programs and to specifically target expansions in support of high-growth industry sectors, workforce development, energy and sustainability.

BCCC has developed an enrollment projection model that uses the Maryland Higher Education's ten-year projected student enrollments as its base. Additional enrollments resulting from the addition of new programs in high-growth, high-demand degree areas are identified as offering opportunity for exceeding current projections.
The Workforce Development and Continuing Education Division (WDCED) offers "market-driven" programs and courses. Since WDCED's offerings must be extremely flexible, changes in course offerings are continuous. This flexibility is essential in order to meet the ever changing needs of its unique market. As the City's general population ages, it is expected that large numbers of Baby Boomers will demand continuing education and personal enrichment opportunities. The latest enrollment projections from the Maryland Higher Education Commission project BCCC's State-funded non-credit FTE to increase 1% from 2,177 FTE to 2,205 FTE over the next decade.

BCCC believes that demand for critical skills in top growth occupations, amplified need for developmental education programs and services, flexibility in contract and workforce training, and aging of the general population will be the primary drivers for future program offerings and student enrollments.

### 3.3 Modernization of Instructional Delivery

Due to ever changing technology for both teaching and learning, much of higher education must rethink its learning environments. Although the lecture/lab instructional delivery mode will continue to be used, colleges and universities will increasingly supplement that delivery methodology with specialized learning environments that allow for both scheduled and unscheduled instruction and learning in discipline related simulated environments.
Central to BCCC's intensified efforts to enhance and refine its learning environments are the major thrusts of restoring and maintaining existing and currently planned facilities, as well as the aesthetic environment. These thrusts are to be developed, guided, and modified within the parameters of systematic, coordinated planning efforts. The short and long-term outcomes of each planning methodology will provide direct evidence of the revitalization of levels of integrity that reflect optimal teaching and learning environments.

Contemporary learning environments are required in order for BCCC to enhance its success in attracting and retaining a representative level of Baltimore City's available student population. BCCC will continue to stress the importance of providing new facilities, renovating and rehabilitating existing facilities, and removing some obsolete facilities from inventory. Contemporary teaching/learning environments include the provision of detailed and unique needs for classroom, laboratory, library/study, and office space, as well as ancillary spaces required for supporting future programmatic impetus.
Improved literacy and refinement of technology in educational institutions dictate the provision of instructional spaces that are designed for both unique and/or shared functions. These spaces will further require adequate consistency with a global reconfiguration that increases the utilization efficiency ratio. The lack of sufficient

numbers of smart classrooms and other contemporary, flexible instructional and learning spaces has directly and indirectly curtailed BCCC's ability to fully develop the inherent potential of its credit and non-credit course offerings. Future environments should be such that the distinction between a computer lab and a lecture classroom will disappear because the technology and furnishings will be unobtrusive but available on demand. All furnishings will be easily movable or the instructional area will automatically be able to configure the furnishings based upon immediate need. With the exception of science labs, physical education spaces, and some visual and performing arts studios, the idea of rooms belonging exclusively to an instructional area will disappear. Credit classrooms would be available to Continuing Education learners and vice versa.

Electronic presentation that allows integration and manipulation of complex data into the learning environment is becoming more and more the norm. Teleconferencing and online capabilities will make learning partnerships with other schools and businesses, even ones in other countries, commonplace. Modernization of instructional delivery requires that instructional spaces be configured relative to future disciplinary/programmatic goals whose objectives and functions dictate more efficient organization and utilization of space.

### 3.4 Implication of Instructional Programs on Facilities

All of the previously discussed factors (opportunities for physical expansion, expected increases in retention, program enhancements, and today's technological requirements) suggest significant growth in enrollment and a need for specific, specialized facilities. BCCC believes that the demand for occupational skills will drive program offerings in the coming years. Many of these programs, allied health and technology in particular, require specialized classrooms, labs and other facilities that can be flexibly adjusted for a variety of teaching/learning settings.
This growth is not automatic, but presents a unique opportunity for BCCC to better serve the target population. It is up to BCCC to provide the programs to accommodate the anticipated demand. This demand is used in subsequent sections to develop space needs and suggested physical development.

### 3.5 Space Needs Analysis

Space needs analysis is a tool for comparing the space presently available for academic services to the forecast needs of the institution. Space needs are not static, but change according to changes in instructional programs, curriculum, and student enrollment. They may also face temporary pressures resulting from renovation and modernization programs that take facilities out of service.

The College has provided data on current space inventory and utilization, staffing, and current and projected enrollment. These input values were applied according to the Maryland Higher Education Commission's *Allocation Guidelines for Community Colleges* (COMAR Title 13B) to derive a summary of current and projected space requirements for the college as a whole. These broad guidelines address classroom,

office, laboratory, specialty and support space for the Liberty Heights Campus, but do not define the space needs of specific academic programs. They are a tool for assessing the general requirements of the campus.

Space needs were projected from a baseline of the 2019 enrollment, forward to 2029. In accordance with Title 13B guidelines, hours and counts were itemized according to FTDES, weekly student contact hours (WSCH), and full-time faculty equivalents.

Harper Hall was inventoried, but is not included in totals, as it is largely vacant and slated for removal. What remains in Harper Hall are IT offices, which are planned to move elsewhere on campus.

Table 3-1
2019-2029 statistical projections, Liberty Heights Campus

| Input Item | Actual Fall 2019 | Projected Fall 2029 |
|---|---|---|
| **Student Data (On-Campus Before 5 p.m.)** | | |
| Credit Hours (Course Credits * Enrollment) | 24,523 | 34,336 |
| FTDE (Credit) ([Seats*Credit Hours]/15) | 1,648 | 2,289 |
| **Contact Hour Data (On-Campus Before 5 p.m.)** | | |
| WSCH (Lecture) | 21,793 | *34,564* |
| WSCH (Laboratory) | 2,942 | 4,722 |
| WSCH (Total) | 23,198 | 38,116 |
| **Library Information Factor** | | |
| Bound Volume Equivalent (BE) | 74,880 | 104,750 |
| **Staff Requiring Office Space** | | |
| FT Faculty (Credit) | 106 | 168 |
| PT Faculty (Credit) | 153 | 243 |
| FTE Faculty (Credit) | 144 | 228 |
| FT Staff (All) | 437 | 465 |
| **Planning Headcount** | | |
| PHC = 50% (FTDE+FTEF+FTE Staff) | 1,012 | 1,491 |

3.6 Enrollment Trends

Table 3-8 reflects decreases in BCCC's (BCCC) daytime on-campus credit hours, Full-Time Day Equivalents (FTDEs), and Weekly Student Contact Hours (WSCH) from fall 2010 to fall 2019. In fall 2010, BCCC's unduplicated credit headcount stood at 7,045 students and remained relatively stable at 6,963 in fall 2011. However, BCCC experienced an unprecedented enrollment decline of 21.5% (1,496 students) in fall 2012 largely due to

changes in federal financial aid requirements, and the decline continued through fall 2017.

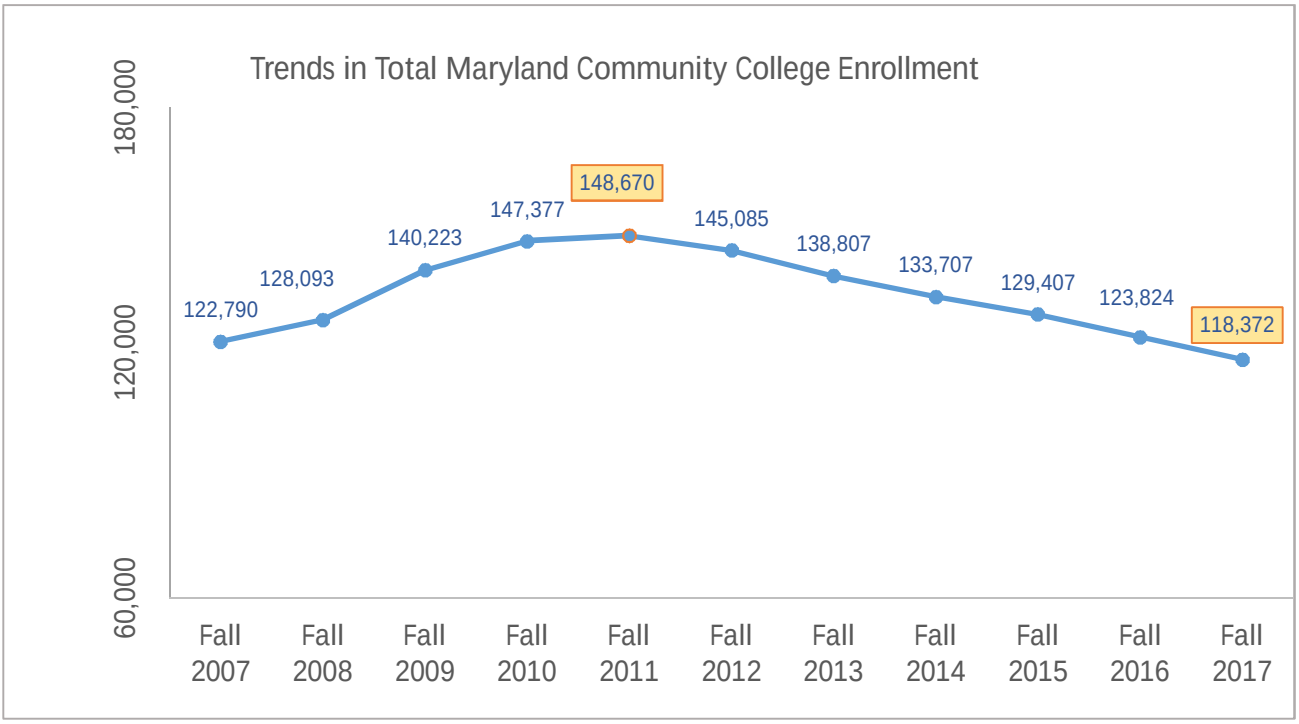
The fall 2010 data included many credit hours, FTDEs, and WSCH generated based on developmental education courses. From 2010-2017 BCCC had 12 credits of developmental math education with most of students testing into the lowest level course. In 2018 BCCC reduced the number of math developmental credits from 12 to 9. Similarly, in 2010, English had 5 levels of development courses equating to 20 credit hours. The College had three developmental English courses at four credits each and two developmental Reading courses at four credits each. Over the course of subsequent years, the College streamlined those five courses into two "RENG" (Reading/English) courses at four credits each. These changes resulted in English going through two reductions in credit hours. The first decreased the credit hours from 20 to 12 and the second went for 12 to 8, all occurring in the last 10 years. These significant programmatic changes resulted in significant decreases in contact hours impacting the seats and hours that drive all three of the input items reflected on Table 3-8. In 2010, the College counted developmental English courses taught in computer rooms as lab contact hours as opposed to lecture contact hours. The 2019 calculations reflect the appropriate distribution of contact hours for classes held in computer lab that do not qualify for lab designation.

The College has gradually increased its online course offerings over the course of the ten-year period in response to the needs of a non-traditional student population. Certificates and degrees that can be completed through entirely online or through a combination of face-to-face and online classes include Coding Specialist, Accounting, Allied Human Services, Arts & Sciences Transfer (Psychology AOC), Business Administration Early Childhood Education, General Studies, Health Information Technology, Law Enforcement & Correctional Administration, and Legal Assistant.

In addition, BCCC experienced the closure of its Bard building at the Inner Harbor site. In 2009 BCCC deleted 24 Career Technical Education programs from its portfolio. The Bard location was host to many general education courses and programs that had lab components associated with the 24 programs. The students in these programs were taught out from 2009 to 2011. The contact and credit hours for the student registrations would have been included in the 2010 calculation even though the programs were deleted. Several of the degree programs that were discontinued included Electronics, Developmental Disabilities, Dietetic Technician, Telecommunications, Fire Science, Computer Science, PC Applications, Environmental Science, Food Service Management/Hotel Restaurant Management, Word and Information Processing, Medical Transcriptionist, Legal Administrative Assistant, and Medical Administrative Assistant. Given the current workforce needs, several of these programs are under review for reinstatement.

BCCC's credit enrollment decline is representative of the trend throughout Maryland for community colleges. As illustrated in Exhibit X, fall 2017 marked the sixth year of declining enrollment for community with a total decrease of 30,928 students across the State, aligning with the pre-Recession figures.

Table 3-2




While other Maryland community colleges are experiencing flat or declining enrollment, BCCC experienced an increase of 8.0% (335 students) to 4,523 in fall 2018 largely due to the Mayor's Scholars Program (MSP). The College's MSP partnership with the Mayor's Office and Baltimore City Public Schools brought over 300 recent high school graduates from Baltimore City to the College's campus in the summer of 2018 and fall 2018. The trend continued in fall 2019 when the College experiences another increase of 8.5% (386 students) to 4,909.

## 3.7 Facility Inventory of Space by use, category and location

Table 3-3

| HEGIS CODE | SPACE | Main Hall | Life Science | Library | Nursing | Physical Education | Facilities | West Pavillion | South Pavillion | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| 100 | CLASSROOM | 21,793 | 8,104 | 0 | 7,297 | 1,045 | 0 | 0 | 0 | 38,239 |
| 200 | LABORATORY | | | | | | | | | |
| 210-15 | Class Laboratory | 20,232 | 21,996 | 866 | 5,534 | 412 | 0 | 0 | 0 | 49,040 |
| 220-25 | Open Laboratory | 2,748 | 3,286 | 0 | 0 | 0 | 0 | 0 | 0 | 6,034 |
| 250-55 | No Allowance | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 300 | OFFICE | | | | | | | | | |
| 310-15 | Office/ Conf. Room | 57,116 | 10,827 | 1,384 | 5,414 | 1,867 | 3,403 | 4,346 | 781 | 85,138 |
| 320-25 | Testing/Tutoring | 2,896 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2,896 |
| 350-55 | Included w/ 310 | 2,469 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2,469 |
| 400 | STUDY | | | | | | | | | |
| 410-15 | Study | 0 | 0 | 800 | 0 | 0 | 0 | 0 | 0 | 800 |
| 420-30 | Stack/Study | 0 | 0 | 13,600 | 0 | 0 | 0 | 0 | 0 | 13,600 |
| 440-55 | Processing/Service | 0 | 0 | 1,265 | 0 | 0 | 0 | 0 | 0 | 1,265 |
| 500 | SPECIAL USE | | | | | | | | | |
| 510 | Armory | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 520-23 | Athletic | 0 | 0 | 0 | 0 | 20,027 | 0 | 0 | 0 | 20,027 |
| 530-35 | Media Production | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 580-85 | Greenhouse | 0 | 793 | 0 | 0 | 0 | 0 | 0 | 0 | 793 |
| 600 | GENERAL USE | | | | | | | | | |
| 610-15 | Assembly | 6,561 | 0 | 0 | 1,924 | 0 | 0 | 0 | 0 | 8,485 |
| 620-25 | Exhibition | 1,366 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1,366 |
| 630-35 | Food Facility | 6,144 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6,144 |
| 640-45 | No allowance | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 650-55 | Lounge | 4,777 | 247 | 0 | 0 | 284 | 0 | 0 | 0 | 5,308 |
| 660-65 | Merchandising | 4,000 | 0 | 0 | 0 | 378 | 0 | 0 | 0 | 4,378 |
| 670-75 | No Allowance | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2,518 | 2,518 |
| 680-85 | Meeting Room | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1,367 | 1,367 |
| 700 | SUPPORT | | | | | | | | | |
| 710-15 | Data Processing | 1,220 | 1,172 | 0 | 0 | 0 | 0 | 0 | 0 | 2,392 |
| 720-25 | Shop | 865 | 0 | 0 | 0 | 0 | 899 | 0 | 0 | 1,764 |
| 730-35 | Included with 720 | 8,318 | 509 | 626 | 192 | 0 | 0 | 837 | 0 | 10,482 |
| 740-45 | Included with 720 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 750-55 | Central Service | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 760-65 | Hazmat Storage | 606 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 606 |
| 800 | HEALTH CARE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 900 | No Allowance | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 050-090 | No Allowance | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Subtotal | | | | | | | | | 265,111 |
| | Total NASF | 141,111 | 46,934 | 18,541 | 20,361 | 24,013 | 4,302 | 26,934 | 24,712 | 306,908 |
| | Total GROSS SF | 246,732 | 81,200 | 38,376 | 36,688 | 35,705 | 5,640 | 69,450 | 38,860 | 552,651 |
| | INACTIVE AREA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | ALTER. OR CONV. | 0 | 0 | 0 | 0 | 0 | 0 | 21,751 | 0 | 21,751 |
| | UNFINISHED AREA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | OTHER ORG. USAGE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20,046 | 20,046 |

Source: Baltimore City Community College Office of Institutional Research

Space inventories reflect little change in the core campus over the past ten years. The President's office and associated staff offices moved into the renovated administration wing from dispersed locations in Harper Hall and the West Pavilion in 2018. Harper Hall is to be demolished and is not counted in the inventory. Apart from Human Resource offices, previously occupied office space in the West Pavilion is vacant, and the upper floors are unused and un-renovated for other use. The college is exploring partnership options for West Pavilion use while holding the space for future float space use.

The North Pavilion is vacant and unusable. It is not counted and is recommended for demolition unless partnership proposals arise.

The South Pavilion is available for BCCC use as classroom or office space. The West Pavilion is available for office space.

Space utilization varies by building, with efficiencies between 60 and 70 percent. The low space use of the library appears to be an artifact of historical space use calculation in a building with few fixed space assignments, and will be re-assessed as Part II planning work progresses for the library/learning commons project. It does not reflect effective usage in NASF, and is also affected by the isolated and marginally-useful, but substantial basement space, whose use is to be reassigned to support and utility applications.

Exhibit 10.1

## 3.8 Summary of Space Use Findings
Table 3-4

| | | | | | 2019 - 2029 | | | | |
|---|---|---|---|---|---|---|---|---|---|
| HEGIS CODE | SPACE | Need Current | Inventory Current | Surplus/ (Deficit) | Additions | Deletions | Need 10 Years | Inventory 10 Years | Surplus/ (Deficit) |
| 100 | CLASSROOM | 32,675 | 38,239 | 5,564 | 3,060 | 1,469 | 51,504 | 39,830 | -11,674 |
| 200 | LABORATORY | 20,594 | 55,564 | 34,970 | 5,000 | 866 | 33,054 | 52,012 | 18,958 |
| 210-15 | Class Laboratory | 20,594 | 49,530 | 28,936 | 5,000 | 866 | 33,054 | 49,264 | 16,210 |
| 220-25 | Open Laboratory | | 6,034 | 6,034 | 0 | 0 | | 2,748 | 2,748 |
| 250-55 | No Allowance | | | | | | | | |
| 300 | OFFICE | 99,146 | 89,618 | -9,528 | 5,000 | 0 | 118,132 | 92,139 | -25,993 |
| 310-15 | Office/ Conf. Room | 102,482 | 84,253 | -18,229 | 5,000 | 0 | 116,238 | 89,243 | -26,995 |
| 320-25 | Testing/Tutoring | 2,400 | 2,896 | 496 | 0 | 0 | 1,894 | 2,896 | 1,002 |
| 350-55 | Included w/ 310 | | | | | | | | |
| 400 | STUDY | 20,984 | 15,665 | 13,500 | 13,500 | 3,200 | 28,972 | 25,965 | -3,007 |
| 410-15 | Study | 10,500 | 800 | -9,700 | 13,500 | | 14,306 | 14,300 | -6 |
| 420-30 | Stack/Study | 7,488 | 13,600 | 6,112 | 0 | 3,000 | 10,476 | 10,600 | 124 |
| 440-55 | Processing/Service | 2,996 | 1,265 | -1,731 | 0 | 200 | 4,190 | 1,065 | -3,125 |
| 500 | SPECIAL USE | 32,544 | 25,174 | -7,370 | 500 | 0 | 45,121 | 21,926 | -23,195 |
| 510 | Armory | 0 | 0 | 0 | 0 | 0 | 0 | 606 | 606 |
| 520-23 | Athletic | 29,800 | 20,027 | -9,773 | 0 | 0 | 41,890 | 20,027 | -21,863 |
| 530-35 | Media Production | 1,744 | 0 | -1,744 | 500 | 0 | 2,231 | 500 | -1,731 |
| 580-85 | Greenhouse | 1,000 | 793 | -207 | 0 | 0 | 1,000 | 793 | -207 |
| 600 | GENERAL USE | 36,569 | 45,620 | 9,051 | 4,400 | 3,200 | 43,249 | 30,248 | -13,001 |
| 610-15 | Assembly | 12,360 | 8,485 | -3,875 | 0 | 0 | 13,478 | 8,485 | -4,993 |
| 620-25 | Exhibition | 1,590 | 1,366 | -224 | 0 | 2,000 | 1,895 | 1,366 | -529 |
| 630-35 | Food Facility | 11,536 | 6,144 | -5,392 | 2,400 | 0 | 15,208 | 8,544 | -6,664 |
| 640-45 | Day care | | 1,826 | | | | | | |
| 650-55 | Lounge | 3,393 | 5,308 | 7,979 | 0 | 0 | 4,473 | 5,308 | 835 |
| 660-65 | Merchandising | 1,690 | 4,378 | 8,742 | 0 | 1,200 | 2,195 | 3,178 | 983 |
| 670-75 | Recreation | | 2,518 | | | | | | |
| 680-85 | Meeting Room | 6,000 | 1,367 | -4,633 | 2,000 | 0 | 6,000 | 3,367 | -2,633 |
| 700 | SUPPORT | 20,649 | 20,088 | -561 | 1,750 | 190 | 20,857 | 7,952 | -12,905 |
| 710-15 | Data Processing | 2,500 | 2,582 | 82 | 1,000 | 190 | 2,500 | 3,582 | 1,082 |
| 720-25 | Shop | 13,872 | 1,764 | -12,108 | 500 | 0 | 14,080 | 3,364 | -10,716 |
| 730-35 | Central storage | | 12,216 | | | | | | |
| 740-45 | Vehicle storage | | 2,164 | | | | | | |
| 750-55 | Central Service | 4,000 | 756 | -3,244 | 250 | 0 | 4,000 | 1,006 | -2,994 |
| 760-65 | Hazmat Storage | 277 | 606 | 329 | 0 | 0 | 277 | 0 | -277 |
| 800 | HEALTH CARE | 536 | 0 | -536 | 0 | 0 | 658 | 669 | 11 |
| 900 | No Allowance | | | | | | | | |
| 050-090 | No Allowance | | 123,161 | | | | | | |
| | Total NASF: | 263,697 | 289,968 | 45,090 | 33,210 | 8,925 | | | -70,806 |

Source: Baltimore City Community College Office of Institutional Research

Classroom (HEGIS 100)
General classroom facilities not connected with a specific subject, with no specialized classroom equipment. The category covers a variety of sizes and includes support spaces directly associated with the space.

The guidelines assume 20 hours per week use with 60% seat occupancy, 18 NASF per student.
The Liberty Heights campus presently has 117% of currently needed classroom space. By 2029 BCCC is expected to have 77% of guidelines. Significant scope exists for reapportionment of rooms presently coded as lab spaces to classrooms.

Laboratory (HEGIS 200)
Special purpose spaces with specific room configurations and equipment. Spaces include science labs, art studios, musical studios and computer labs.

The guidelines assume 15 hours per week use with 60% seat occupancy, 50 NASF per student for natural and social science labs, and 115 NASF per student for technical and career labs. The distribution assumes that 80% of lab hours are in natural and social sciences, and 20% in technical and career labs.

The Liberty Heights campus presently has 270% of currently needed lab space. By 2029 BCCC is expected to have an excess of 157%.

While the campus as a whole has more lab space than is recommended by the Higher Education Commission guidelines, the bulk of campus lab spaces are in the Life Sciences Building and Main Hall, serving general sciences curricula in the former, and largely non-science studies in the latter. A broad rebalancing of space attributions is expected to begin to reconcile these space assignments, as space assigned to computer labs is reclassified or repurposed. Core simulation lab space and dedicated nursing lab space is confined to the Nursing Building, which at present contains only 4608 square feet of HEGIS category 200 space. An estimated 5,000 square feet of additional simulation lab space is needed to support the nursing programs in that building, for a total of about 10,000 square feet of lab space for nursing studies.

Reassignment of about 10,000 square feet of lab space to office space would bring space assignments into better balance in the long run. However, given the need for float space during renovation projects, lab space can be held in reserve to keep instruction on the main campus while renovation takes place in the Library and Nursing Building.

Office (HEGIS 300)
Individual or shared space for administrative, service and academic functions. File rooms, conference rooms, break rooms, copy rooms and other spaces that support the office activity are included.

The guidelines assume 166 NASF per person requiring office space, with an additional 1120 NASF for student offices.

The Liberty Heights campus presently has 90% of currently needed office space. By 2029 BCCC is expected to have 77% of guidelines. Space is available in the West Pavilion, which had previously been used as float space. With reallocation of other space in anticipation of projects, the office space totals may be adjusted over time.

Study (HEGIS 400)
Study space houses library collections, library operations and study spaces.
The guidelines assume 25 NASF per seat for 25% of FTDE. Stack space is 0.1 NASF per bound volume equivalent. Processing occupies 40% of stack space plus 1200 NASF.

Study space at the Liberty Heights campus is severely deficient, with only 8% of needed study space. Stack/study space, on the other hand, has 217% of current requirement.

The existing Bard Library is proposed as a capital improvement project to renovate the existing structure and to expand it to provide an up-to-date facility with appropriate arrangements and space allocations suited to present academic requirements. Based on rough program data, the proposed program would meet targets for space inventory ten years hence.

Athletics and Physical Education (HEGIS 520-25)
Athletic facilities include indoor spaces devoted to physical education activities, such as gymnasiums, dance studios, spectator areas, swimming pools locker rooms and associated storage areas.

The guidelines assume 10 NASF per FTDE over 1500, plus 34,000 NASF of core space.
The Liberty Heights campus presently has only 67% of currently needed athletic space. By 2029 BCCC is expected to have 48 % of recommended guidelines.

Media Production (HEGIS 530)
Media production spaces are devoted to multimedia production rooms and studios.
The guidelines assume 0.8 NASF per FTDE over 1500, plus 1600 NASF of core space.

The Liberty Heights campus lacks any dedicated space of this kind. However, there are facilities off campus for this purpose, and modern technology reduces the need for dedicated space of this kind. The program for the library renovation will include at least 500 square feet of space for this purpose, leaving a current deficit of about 1700 square feet to be located elsewhere on campus.

Greenhouse (HEGIS 580)
Greenhouses are spaces with transparent walls and roofs used for horticulture. The guidelines assume 1000 NASF of such space on campus. The greenhouse on the Life Sciences Building is 793 square feet. It is expected to continue in service.

Assembly (HEGIS 610)
Assembly spaces are gathering points for large groups of people for performances, ceremonies, lectures or multimedia presentations. Support spaces such as stages, orchestra pits, dressing rooms, lighting booths and other such spaces are included in this category. The guidelines assume 2 NASF per FTDE over 1500, plus a 12,000 NASF core.

The college has 68% of the allocated assembly space. With student population growth over ten years, this is expected to fall to 63% of allocation.

Exhibition (HEGIS 620)
Exhibition spaces provide space for displays of art, artifacts, or physical assemblages. Such spaces also include planetariums and museums. The guidelines assume 0.5 NASF per FTDE over 1500, plus a 1,500 NASF core.

The college has 86% of the allocated assembly space. With student population growth over ten years, this is expected to fall to 72% of allocation. It should be noted that the existing planetarium is included in this total, but is out of use.

Food Facility (HEGIS 630)
Food facilities include cafeterias, snack bars, kitchens and service areas.

The guidelines assume 10.2 NASF per planning headcount combination of FTDE, FTEF and staff.

The college has 53% of the allocated food service area. With student population growth over ten years, this is expected to be 56% of allocation, even if proposed coffee shop space is included in the library renovation program.

Lounge (HEGIS 650)
The guidelines assume 3 NASF per planning headcount combination of FTDE, FTEF and staff.

The college has 156% of lounge space guidelines. It also has 2518 sf of recreation space. Some of this space may be reallocated.

Merchandising (HEGIS 660)
Bookstores, convenience stores, personal services and apparel sales are included in merchandising.

The guidelines assume 0.5 NASF per FTDE over 1500, plus a 1,600 NASF core.

The college has 259% of the allocated merchandising space. With student population growth over ten years and some reallocation, this is would fall to 145% of allocation.

Meeting Room (HEGIS 680)
Rooms available for non-class meetings. The guidelines assume 6000 NASF.

The college has 23% of meeting space suggested by guidelines. It is projected to have 56% in ten years.

Data Processing (HEGIS 710)
Server rooms and information technology spaces devoted to equipment.
The guidelines assume a 2,500 NASF core.

Space coded as data rooms amounts to 2532 square feet. Data center relocation is presently in process to a new location. Another 1000 square feet will be required in ten years.

Support (HEGIS 700)
Shop and service space is severely deficient. Only 1353 square feet of space are designated as shop space, with a current guideline allocation of 12,519 square feet. In ten years the requirement will be 14,080 square feet. All of the existing space is in the temporary Facilities modular building. There is no dedicated hazardous materials storage space. Substantial storage space is in the basement under the administration wing, but is unsuited for shop use.

Health Care (HEGIS 800)
Health care space comprises dedicated patient care spaces in infirmaries, veterinary clinics or teaching hospitals.

The college presently has no space devoted to health care use, with a 536 square foot guideline requirement.

Exhibit 10.1

# Baltimore City Community College
# Facilities Master Plan
# Liberty Heights Campus

Maryland Department of General Services
Project Number: CC-000-190-003

# Chapter 4
## Facilities

# Chapter 4

## Facilities

With few exceptions, the Liberty Campus buildings are old and require significant renovation to remedy defects of condition, out-of-date life safety systems and conditions, and to address functional obsolescence.

The Library and Nursing Building are obsolete or obsolescent and do not meet current requirements for support of the college's mission and curriculum. Main Hall has been the object of a three-phase renovation program that has addressed many of the original building's issues, but has left the Fine Arts Wing un-renovated and in poor condition. The Life Science Building is 23 years old and heavily used, and is in need of mid-life systems replacement. The Physical Education Center is 55 years old, and a candidate for upgrading in the medium-term future. Harper Hall is a temporary building slated for removal. The Facilities Building is in comparatively satisfactory condition, but is not suitable for use in the long term, both functionally and materially.

On the north side of Liberty Heights Avenue, the former Bon Secours/Provident Hospital buildings are of mixed value. The North Pavilion was damaged by flooding in 2018, with mold contamination. Its isolated location and functional arrangement do not lend themselves to use by the College. The South Pavilion is a commercial building from the 1990s that, like the Life Sciences Building, requires mid-life systems replacement to continue to function, but has a high degree of functional flexibility. The West Pavilion is the remnant of the original Provident Hospital, containing the former hospital's nurses dormitory, auditorium and central plant. Much of the West Pavilion is unused due to hazardous materials or is poorly suited to re-use. Some portions of the West Pavilion are used for administrative purposes and could continue in such use with short-term fixes. Its systems are obsolete, and the West Pavilion is a candidate for demolition in the mid-term.

The design team surveyed each campus building, assessing its condition and suitability for use. Using this data, the team developed a facility condition matrix, scoring each building on a series of weighted measures to develop a relative score of the condition of each building.

The facilities assessment follows, with subsequent pages detailing the condition of each campus building.

*Table 4-1 – 2019 Facilities Assessment*

| LOCATION | PHYSICAL | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Site Layout, parking & Walkways | Exterior Conditions (Doors) | Exterior Conditions (Windows and Walls) | Interior Conditions (Walls, Ceilings, Etc.) | Roof Conditions | Flooring (Tile, Carpet, Etc.) | Air Conditioning Systems (Central Plant) | Air Handling or RTU Systems |
| Weight Factor | 1 | 3 | 3 | 2 | 3 | 2 | 2 | 3 |
| | | | | | | | | |
| Main Hall | 75 | 90 | 90 | 90 | 85 | 90 | 90 | 85 |
| | **75** | **270** | **270** | **180** | **255** | **180** | **180** | **255** |
| Nursing | 80 | 75 | 65 | 75 | 85 | 75 | 60 | 60 |
| | **80** | **225** | **195** | **150** | **255** | **150** | **120** | **180** |
| Library | 85 | 70 | 60 | 70 | 70 | 70 | 60 | 60 |
| | **85** | **210** | **180** | **140** | **210** | **140** | **120** | **180** |
| Life Sciences | 80 | 80 | 88 | 85 | 90 | 85 | 95 | 85 |
| | **80** | **240** | **264** | **170** | **270** | **170** | **190** | **255** |
| Fine Arts | 65 | 75 | 60 | 60 | 65 | 70 | 55 | 55 |
| | **65** | **225** | **180** | **120** | **195** | **140** | **110** | **165** |
| | | | | | | | | |
| Gymnasium | 65 | 75 | 65 | 75 | 70 | 80 | 85 | 85 |
| | **65** | **225** | **195** | **150** | **210** | **160** | **170** | **255** |
| Facilities | 60 | 80 | 75 | 75 | 75 | 70 | 75 | 70 |
| | **60** | **240** | **225** | **150** | **225** | **140** | **150** | **210** |
| | | | | | | | | |
| North Pavillion | 55 | 75 | 60 | 55 | 55 | 55 | 55 | 60 |
| | **55** | **225** | **180** | **110** | **165** | **110** | **110** | **180** |
| West Pavillion | 75 | 85 | 75 | 65 | 70 | 75 | 65 | 70 |
| | **75** | **255** | **225** | **130** | **210** | **150** | **130** | **210** |
| South Pavillion | 85 | 80 | 75 | 80 | 75 | 80 | 80 | 80 |
| | **85** | **240** | **225** | **160** | **225** | **160** | **160** | **240** |

| LOCATION | PHYSICAL | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Electrical Disteribution (Outlets, Power) | Fire and Life Safety (Sprinkler, Alarm) | Heating Systems | Communication Systems (Phone, Intercom) | Water/Sewer | Lavatories | Lighting | Accessibility (A.D.A.) | |
| Weight Factor | 3 | 3 | 3 | 1 | 1 | 1 | 2 | 3 | |
| | | | | | | | | | |
| Main Hall | 90 | 90 | 80 | 90 | 75 | 85 | 90 | 92 | 1387 |
| | **270** | **270** | **240** | **90** | **75** | **85** | **180** | **276** | **3151** |
| Nursing | 70 | 60 | 75 | 70 | 80 | 65 | 74 | 65 | 1134 |
| | **210** | **180** | **225** | **70** | **80** | **65** | **148** | **195** | **2528** |
| Library | 65 | 60 | 75 | 65 | 75 | 75 | 70 | 70 | 1100 |
| | **195** | **180** | **225** | **65** | **75** | **75** | **140** | **210** | **2430** |
| Life Sciences | 80 | 85 | 65 | 85 | 80 | 80 | 85 | 85 | 1333 |
| | **240** | **255** | **195** | **85** | **80** | **80** | **170** | **255** | **2999** |
| Fine Arts | 60 | 60 | 75 | 60 | 75 | 65 | 70 | 60 | 1030 |
| | **180** | **180** | **225** | **60** | **75** | **65** | **140** | **180** | **2305** |
| | | | | | | | | | |
| Gymnasium | 75 | 85 | 80 | 75 | 80 | 80 | 80 | 80 | 1235 |
| | **225** | **255** | **240** | **75** | **80** | **80** | **160** | **240** | **2785** |
| Facilities | 75 | 75 | 75 | 80 | 75 | 75 | 80 | 75 | 1190 |
| | **225** | **225** | **225** | **80** | **75** | **75** | **160** | **225** | **2690** |
| | | | | | | | | | |
| North Pavillion | 65 | 75 | 55 | 60 | 65 | 60 | 55 | 60 | 965 |
| | **195** | **225** | **165** | **60** | **65** | **60** | **110** | **180** | **2195** |
| West Pavillion | 75 | 75 | 60 | 75 | 75 | 75 | 65 | 70 | 1150 |
| | **225** | **225** | **180** | **75** | **75** | **75** | **130** | **210** | **2580** |
| South Pavillion | 75 | 85 | 75 | 80 | 80 | 80 | 75 | 80 | 1265 |
| | **225** | **255** | **225** | **80** | **80** | **80** | **150** | **240** | **2830** |

| LOCATION | FUNCTIONAL | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Core Facilities | Specialty Instruction | Offices | Security Standards | Common Space | Lecture | Administration Areas | |
| Weight Factor | 2 | 2 | 1 | 1 | 1 | 1 | 1 | |
| | | | | | | | | |
| Main Hall | 90 | 90 | 90 | 70 | 85 | 80 | 90 | 595 |
| | **180** | **180** | **90** | **70** | **85** | **80** | **90** | **775** |
| Nursing | 70 | 64 | 70 | 70 | 65 | 80 | 70 | 489 |
| | **140** | **128** | **70** | **70** | **65** | **80** | **70** | **623** |
| Library | 65 | 60 | 65 | 70 | 60 | | 65 | 385 |
| | **130** | **120** | **65** | **70** | **60** | **0** | **65** | **510** |
| Life Sciences | 85 | 88 | 75 | 70 | 70 | 75 | 75 | 538 |
| | **170** | **176** | **75** | **70** | **70** | **75** | **75** | **711** |
| Fine Arts | 60 | 60 | 65 | 70 | 60 | 70 | 65 | 450 |
| | **120** | **120** | **65** | **70** | **60** | **70** | **65** | **570** |
| | | | | | | | | |
| Gymnasium | 80 | 85 | 75 | 70 | 65 | | 75 | 450 |
| | **160** | **170** | **75** | **70** | **65** | **0** | **75** | **615** |
| Facilities | 75 | 0 | 75 | 70 | 70 | | 75 | 365 |
| | **150** | **0** | **75** | **70** | **70** | **0** | **75** | **440** |
| | | | | | | | | |
| North Pavillion | 55 | 55 | 55 | 75 | 70 | | 55 | 365 |
| | **110** | **110** | **55** | **75** | **70** | **0** | **55** | **475** |
| West Pavillion | 60 | | 75 | 75 | 70 | 55 | 75 | 410 |
| | **120** | **0** | **75** | **75** | **70** | **55** | **75** | **470** |
| South Pavillion | 80 | 75 | 80 | 70 | 75 | | 75 | 455 |
| | **160** | **150** | **80** | **70** | **75** | **0** | **75** | **610** |

| LOCATION | ADJUSTMENTS | | SCORING | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Analysis of Energy Management | Age of Building | Physical Rating | Functional Rating | Adjusted Total Points | Total Possible Points | | Overall Rating* |
| Weight Factor | 2 | 3 | | | | | | |
| | | | | | | | | |
| Main Hall | 90 | 95 | 87.53 | 86.09 | 4391 | 4900 | | 90% |
| | **180** | **285** | | | | | | |
| Nursing | 55 | 70 | 70.22 | 69.21 | 3471 | 4900 | | 71% |
| | **110** | **210** | | | | | | |
| Library | 55 | 60 | 67.5 | 56.65 | 3230 | 4800 | | 67% |
| | **110** | **180** | | | | | | |
| Life Sciences | 80 | 90 | 83.31 | 78.98 | 4140 | 4900 | | 84% |
| | **160** | **270** | | | | | | |
| Fine Arts | 55 | 60 | 64.03 | 63.32 | 3165 | 4900 | | 65% |
| | **110** | **180** | | | | | | |
| | | | | | | | | |
| Gymnasium | 80 | 65 | 77.36 | 68.32 | 3755 | 4800 | | 78% |
| | **160** | **195** | | | | | | |
| Facilities | 65 | 60 | 74.72 | 48.88 | 3440 | 4800 | | 72% |
| | **130** | **180** | | | | | | |
| | | | | | | | | |
| North Pavillion | 55 | 60 | 60.97 | 52.77 | 2960 | 4800 | | 62% |
| | **110** | **180** | | | | | | |
| West Pavillion | 55 | 60 | 71.67 | 52.21 | 3340 | 4900 | | 68% |
| | **110** | **180** | | | | | | |
| South Pavillion | 75 | 75 | 78.61 | 67.76 | 3815 | 4800 | | 79% |
| | **150** | **225** | | | | | | |

*Overall Scoring Scale: 95-100 = Superior | 85-94 = Good | A1:AJ4 75-84 = Adequate | 65-74 = Not Adequate | 64 or Less = Poor

Exhibit 10.1

4.1 Liberty Campus

Main Building

| | |
|---|---|
| Building Designation: | MNB |
| Number of Floors: | 4 (three usable for program functions) |
| Net Assignable Square Feet (NASF): | 152,596 |
| Gross Building Area (GSF): | 244,555 |
| Net-to-Gross Efficiency: | 62.4% |
| Year Constructed: | 1965 |
| Renovations: | 2004 - Main Spine and Mechanical Plant<br>-added 9,600 gross square feet)<br>2008 - Student Services Wing<br>-added approximately 11,800 square feet<br>2018 - Administration Wing<br>-added approximately 1,730 square feet<br><br>Under the previous facility master plan a 2017 project was proposed for the Fine Arts Wing, with additional classroom space. This project has not advanced. |
| Contains: | Student life spaces, student services, testing, tutoring, bookstore, cafeteria, faculty lounge, campus security offices, visual and performing arts, offices, conference rooms, general use classrooms, and computer Labs. |
| General Condition: | Renovated spaces: Excellent to good<br>Un-renovated spaces: Poor to very poor |
| Adequacy of Space: | Inadequate in the un-renovated areas, functionally obsolete. Renovated areas are generally adequate, though circulation is cramped. |
| Sprinkler Systems: | None in un-renovated space. Provided in renovated areas. |
| Asbestos / Hazardous Materials: | None documented. |



*Figure 4-1 – Main Building from the center of campus*

Architectural General

The Main Building is the primary campus building, housing the main administrative and student services spaces, as well as many classrooms and faculty offices. It is the outcome of a series of construction campaigns that have combined into one large, consolidated building. Phase 1 of a three-phase renovation to the Main Building was completed in 2004 and the north-west wing of the building has been renovated (New Phase 3 of the three-phase renovation) which houses student services, dining, classrooms and labs. Phase 2 included demolition of the south-east wing and construction of a new wing built in its footprint, providing administration offices. The remaining portion of the main spine was renovated. The Fine Arts wing remains un-renovated and is in poor condition.

The Main Building presents a unified composition for the eastern two thirds of its elevation before transitioning abruptly to the original 1965 façade of the Fine Arts Wing. In the newer section the materials are brick and decorative concrete masonry with tinted glazing and curtainwall systems. The Fine Arts section retains its original brick and brightly-colored composite panel façade.

The administration wing comprises the central section of the Main Building, but the main entrance to the building is through the eastern end of the building, closest to the library and the Nursing Building. The administration wing is largely self-contained, with no

public link to the rest of the building. The Fine Arts Wing cannot be accessed directly from the remainder of the Main Building and in its present configuration it represents a neglected outpost.

Student services facilities are updated and attractive, but after ten years are facing new pressures. The small cafeteria space is undersized for the use it receives and needs expansion. The bookstore, on the lower level, is probably oversized for its current usage.

Building interiors, systems and technology reflect the renovation campaigns. Renovated areas are well-lighted, clean and up to date. The Fine Arts area requires extensive renovation in all respects. Arts studios require reprogramming and reorganization for best use. The auditorium space, as the largest such space on campus, has great potential, but apart from a seating replacement project, it is outdated and not up to current standards for accommodation or media presentation capability.

Phase I of the $39 million construction project updated classrooms and administrative space along the spine of the building, replacing the building's cooling system. Phase III renovated the westernmost wing to serve as the Student Services Wing. Phase II was delayed for funding and scope adjustments, and renovated the main administrative areas and updated the electrical service.

The Fine Arts Wing is under-used due to the age of its systems and enrollment levels in its curriculum. The auditorium has received modest upgrades, including new seating, but systems are old. An adjoining conference area has kitchen prep areas and, with systems upgrades, could be more fully utilized. Finishes in the Fine Arts Wing require substantial upgrades. Functional arrangements date to the original construction and are of limited use to the current academic program. The wing has no sprinklers and requires substantial alarm system and ADA work.

### Structural

Flooring systems are reinforced masonry (Doxplank) construction, which require careful attention to penetrations and utility routing. Overhead clearances are limited for retrofit work.

### Accessibility

Renovated sections of the Main Building all generally meet current ADA standards. The Fine Arts Wing has received minimal ADA upgrades, and requires a major overhaul to address changes in elevation, door clearances, railings, hardware, toilets and life safety systems. Some awkward vertical transitions remain in older sections of the Main Building.

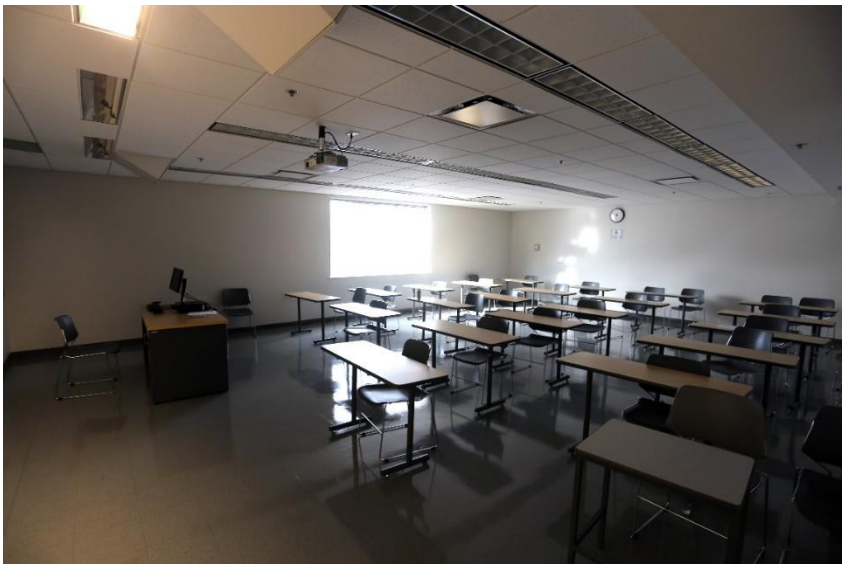


*Figure 4-2 - Main Building classroom*



*Figure 4-3 – Main Building atrium*

The center of the Main Building features a small four-story atrium. It is an attractive landmark, but cramped and out of scale with the rest of the building,

Exhibit 10.1



*Figure 4-4 - Main Building corridor*

Wayfinding in the Main Building is difficult, given the sprawling nature of the building. Hospital-style wayfinding markers have been used in some locations to give direction.




*Figure 4-5 - Main Building wayfinding*



*Figure 4-6 - Main Building lobby*




*Figure 4-7 - Main Building dining*

The dining area in Main Hall is attractive and updated, but smaller than needed for the campus, especially since the campus has no nearby off-campus dining options. A small outdoor terrace expands options in fine weather, but the food service component is significantly under-sized. The bookstore is, by contrast, oversized, and it is recommended that some of the bookstore be repurposed for snacks and coffee to remedy the shortfall in dining space.




*Figure 4-8 - Main Building administrative wing*

Fine Arts wing



*Figure 4-9 - Fine Arts exterior*

The Fine Arts exterior is dated in appearance and in performance, and requires replacement.

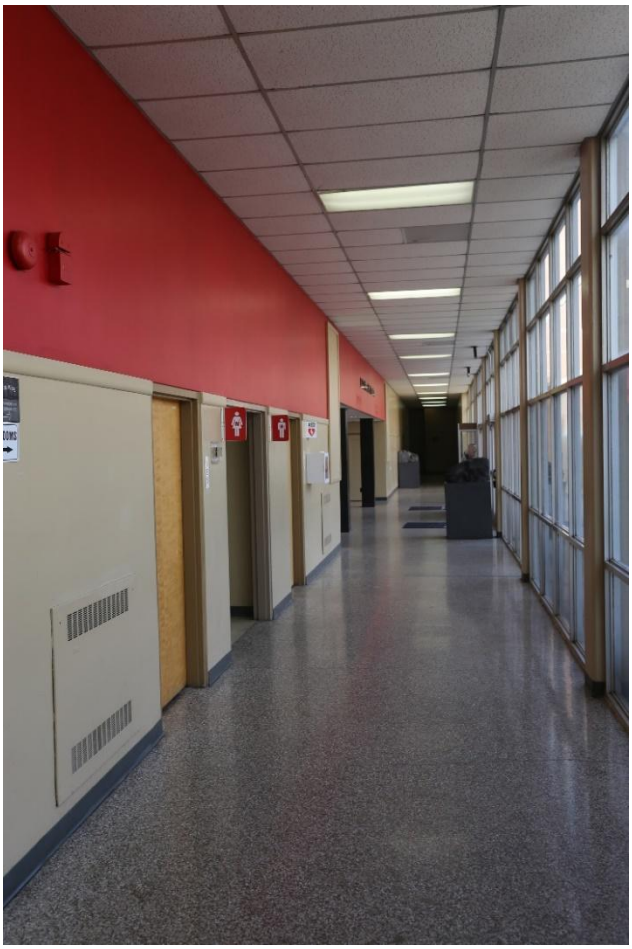


*Figure 4-10 - Fine Arts lobby*



*Figure 4-11 - Fine Arts corridor*



*Figure 4-12 - Auditorium*



*Figure 4-13 - Fine Arts conference area*

Finishes in the Fine Arts wing are worn, and require updating or replacement.



*Figure 4-14 - Fine Arts kitchen area*

Systems

Mechanical

The mechanical systems in Phases 1 and 2 have been replaced. New heating and cooling systems were installed to support the renovations. Phase 2 consisted of the Administration Wing. The mechanical systems in the un-renovated Fine Arts areas are old, inefficient, and in poor condition. Major plumbing deficiencies exist in the Fine Arts Wing as well. I

The main building contains a heating plant that also serves the Nursing Building and Library Building. The plant consists of three (3) dual fuel boilers and associated distribution pumps. There is no excess capacity to serve buildings other than the Main, Nursing, and Library Buildings. Also, in the Main Building is a new cooling plant that just serves the Main Building, itself. The plant consists of new chillers, cooling towers, ice storage tanks and associated pumps. The cooling plant supplies low temperature water to air handling units strategically located in the building. Low temperature air is supplied to series fan-powered variable air volume terminal units with hot water re-heat. Pipes are capped for extension to Phase 2 areas.

Un-renovated areas (i.e. Phase 2) currently experience operational problems. Systems date to 1965 and have exceeded their useful lives. In addition, the lack of automated control and system integration in the building contributes to the lack of comfort and energy efficiency in the building. The newly installed Johnson Controls Energy Management System is integrated into to Phase 1 and Phase 3. In the near future, the new control system will also extend to Phase 2. However, the Fine Arts Wing will continue to operate with the older and inadequate controls that exist. Additionally, there is a

need to extend the Johnson Controls Energy Management System to all buildings on campus in order to efficiently manage the building systems on campus.

Systems in the main building are up-to-date and suitable for the present use. The systems in the Fine Arts Wing are failing and require replacement.

Electrical

The electrical systems in previous construction phases been replaced and upgraded. The Fine Arts Wing was programmed for renovation or replacement in previous master plans. However, the basement of the Fine Arts Wing houses a BGE substation that must remain active to support loads on and off the Campus. Phasing of renovations and/or demolition and construction must consider and accommodate continued operation of the BGE substation. When the Fine Arts Wing is demolished, construction of a new substation in another location should be considered, if possible.

The main building contains switchgear, which appears to have ample capacity to serve the building. Power distribution in un-renovated portions of the building is not adequate to support technology needs. The ability to add technology has been limited by the availability of power. Un-renovated areas have obsolete equipment. Systems date to 1965 and have exceeded their useful lives.

Main Building Renovated Area

Mechanical Systems

Central Plant

The central chilled water plant consists of two water cooled screw chillers and two cooling towers on the roof above them. The chilled water pumps have a primary secondary loop for distribution. The primary pumps are constant volume and have a triplex configuration. The condenser water pumps are also constant volume piped in triplex configuration. The secondary chilled water pumps have a variable flow, duty-standby configuration, each pump having a CFD. The cooling towers are cross flow towers sitting on dunnage on the roof directly above the mechanical room. The chilled water is a propylene glycol mixture.



*Figure 4-15 Condenser Water Pumps*



*Figure 4-16 Cooling Tower*

The heating water plant is served by three large dual file fire-tube hot-water boilers. The heating water is circulated by four sets of constant volume pumps. The system also has thermostatic mixing valves in the mechanical room.



*Figure 4-17 Fire Tube Boiler*

Air Handling

Each floor is divided up into three wings. There is a mechanical room on each wing of each floor. In each mechanical room is a Variable Air Volume air handler serving the floor on that wing. The configuration of each air handler in the various mechanical rooms is identical. The units have supply and return air fans, separate return air filters, as well as filters in the unit for mixed air. The control valves and damper on the units are all pneumatic. The units handle ventilation and conditioning of air. The units have freeze protection pumps on both the heating water side and chilled water side. This is confusing since the chilled water contains glycol.



*Figure 4-18 VAV Air Handler, Typical for Each Wing*

Terminal Units

Terminal units are VAV air terminals with heating water reheat, corridors and vestibules have cabinet hydronic heaters.

Controls

There is evidence of a new building automation system in the main mechanical room, however, every actuator in the building appears to be pneumatic and there is a brand new compressor in the mechanical room. It is assumed that all controls are digital but all actuators have transducers controlling a pneumatic signal.

Condition

The condition of the air handlers and chilled water plant is excellent. They appear to be brand new. The diffusers throughout the building also appear to be new. The VAV system is baseline in terms of energy efficiency but the systems appear to be brand new and have many years of useful life ahead of them. The cooling tower is older and does not appear to have been replaced when the new systems were installed. They are not in bad condition but definitely not new like the rest of the chilled water plant. A slight leak was noticed on the seams of one of the towers. The boilers and heating water plant are older than the chilled water plant. The pipe insulation in the heating plant looks old, some of it was missing but there are no leaks. The pumps also appear to be old but not leaking and not a lot of rust. The boilers are fire tubes which are very durable and with proper care will last a long time. No air separation was noticed in the boiler which usually contributes to poor conditions inside the heating water pipes.

Plumbing & Fire Protection System

Domestic Water Main Service

Domestic water service is from a 20-inch City Main at Liberty Heights Avenue. A water meter vault is located at the main water service on the sidewalk. Backflow preventer is not installed at this 8-inch school main which distributes domestic water to each building on South Campus.

8-inch domestic water service enters the ground floor Boiler Room into Main Building. This incoming service without backflow preventer does not meet the current code and local water authority requirement.



*Figure 4-19A Domestic water heaters in boiler rooms*




*Figure 4-19B Domestic water heaters in boiler rooms*

Domestic Hot Water System

The domestic water heaters located in the Boiler Room are two horizontal water heaters with 325 gallon storage capacity and boiler water as energy source. Hot water recirculation system had been provided. Backflow preventers have been provided at boiler room mechanical makeup water line connection.

Plumbing Fixtures

The observed plumbing fixtures in the main building are in good condition. Plumbing fixtures are low water consumption type and barrier free fixtures meet current ADA standards.

Fire Suppression System

The building is served fully throughout by wet-pipe sprinkler system and manual wet standpipe system.

Electrical Systems, Main Building

Existing Electrical Service

The existing MV substation located in the sub-basement of the existing administration building provides electrical power for the Main Administration Building, Fine Arts Building and Nursing Building. There are two incoming service with voltage of 13.8KV from BGE feeding this substation. Each of these buildings has its own dedicated MV feeder and dry-type transformer rated 13.8KV to 480Y/277V. The switchgear that feeds the entire administration building has a capacity of 2000KVA and is located on the first floor of the old building.

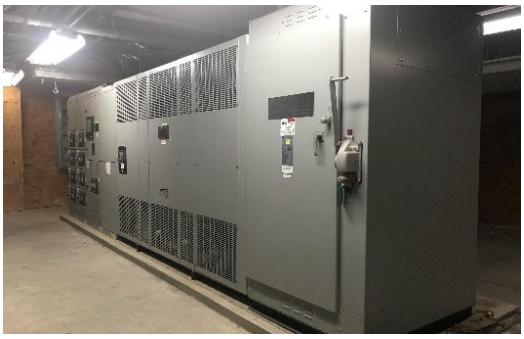


*Figure 4-20 Switchgear with Transformer and 480V feeder outputs for the entire Administration Building*

Existing Power Distribution System

Main Power Distribution Panel is 480Y/277V, 3PH, 4000A as part of building MV switchgear installed in the 1st floor electrical room. This switchgear is provided in recent renovation of the building and it is in good working condition.

Power to the loads in the building provided from floor electrical rooms via a 480Y/277V, 3-ph vertical busduct system. In each floor electrical room, the distribution panel fed from the busduct system, will provide feeder to 480V panelboards. To feed 280/120V loads low voltage branch panelboards feeding from dry-type transformers are provided. Distribution transformers rating 480V to 208Y/120V are connected to the floor vertical busduct via appropriate disconnect switches.

Branch Panelboards related to each are located inside the related floor electrical room. Based on our observation, most of power distribution equipment which was part of the recent renovation are in good working condition. However, there some recessed type panelboards which are original and in fair condition.

Wires & Conduits

Although, wires & conduits are embedded in the walls, the installation date is the same as when the panels originally were installed, however there is some new wiring provided during the recent renovation. For wires that were originally installed, we recommend conductivity and insulation tests be performed.

Existing Emergency/Stand-By Power System

Stand-By Generator

Existing emergency generator by GENERAC rated 250 KW, 480Y277V, 3-ph. Generator installation date is around 2002. Existing condition seems fair. However, the unit should be tested and serviced for high efficiency performance.

ATS Switches

Two Existing emergency transfer switches by GE rated 600A and 100A 3P, 480V, 3-P

Emergency power distribution

There is a main emergency distribution panel 'EDP-GEN' to feed the emergency load in the building via existing transfer switches.

Existing Interior Lighting System

Light Fixtures

Existing Lighting Conditions – Corridors /Office: recessed downlight fixtures and ceiling recessed fixtures with prismatic lens and fluorescent lamps. In a recent building renovation, new fixtures with higher energy efficient type with LED light source were installed and all are in good condition. Recommend the fixtures for other parts of the building be upgraded to energy efficient type with LED light source.

Lobby and hallways: different types of downlights and spotlights.

Existing Mechanical Room/Electrical Room/Utility Room/Storage: Industrial surface or pendant mounted to the ceiling with fluorescent lamps.
Existing Egress Lighting & Exit Lights

All lighting fixtures for egress pathways are powered by emergency generator via related transfer switch and panels. Based on our observation during the site survey all fixtures seem in good working condition.

Same as egress pathways emergency fixtures, all exit lights are fed from the existing emergency panels which are backed up by the existing stand-by generator. All existing exit lights are in fair condition.

Existing Receptacles
Existing power receptacles are a combination of recessed, floor box and surface mounted receptacles in various areas of the building. Recessed type receptacles are mainly in corridors, offices and surface mounted receptacles are in utility rooms, service area. Condition of the receptacles are fair.

Existing Fire Alarm System
Fire Alarm Control Panel
Building has an addressable FACP by Simplex and it is in good condition.

Fire Alarm Annunciator Panel
Mounted in the main entrance area, FAAP is by Simplex too. Working condition of existing annunciator panel is good.

Fire Alarm Initiation and notification Devices
All these devices are addressable type and in good condition.

Existing Tel/Data System
Building has an MDF room including all necessary data racks/equipment. There are several IDF rooms on each floor. Existing IDF rooms are occupied by required data racks and equipment.

Tel/Data Outlets
Tel/data outlets are mostly recessed type and installed in offices and necessary areas. In the recent renovation existing tel/data system in the building is upgraded and it seems in good working condition. However, wiring in some data rooms required re-arrangement.

Electrical System Issues & Recommendations for Immediate Attention

Power distribution system:
Some of the branch panelboards in different locations seem old. Recommend breakers inside panels be verified/tested and replaced if necessary. Door locks to be repaired.

Some of the existing power wiring in the building, which was not replaced during the recent renovation, is old. Recommend conductivity and insulation test to be performed on all wiring related to panel feeders and large equipment. Replacement of damaged wires as necessary.

Regarding the existing stand-by generator unit, related ATS, emergency panel and other related components; we recommend the entire system be completely tested, serviced/maintained by a generator service company to ensure the emergency power system in the building is working properly.

Interior Lighting System
Existing light fixtures in some parts of the building are ceiling mounted fluorescent type with prismatic lens. Recommend all fixtures to be tested, cleaned and re-lamped. If complete fixture or part of the fixture such as lens or ballast is damaged, damaged part to be replaced.

Recommend light control devices in all locations to be tested and related wiring to be verified for possible damages. If a light control switch in any location is not working properly or damaged, replace it with a new device.

Fire Alarm System
Existing fire alarm system is addressable type. Recommend complete existing fire alarm system including FACP, FAAP, initiating and notification devices and related wiring to be carefully tested by a company specialist in servicing fire alarm systems to ensure the existing system in the building operates correctly. Replace any device/component which is damaged or not functioning properly.

Electrical Systems, Admin Wing

Existing Electrical Service and Power Distribution
Electrical power for the new section is provided from MV substation located in sub-basement of the old part of the building via vertical busduct run through floor electrical rooms. In each floor electrical room, a distribution panel (480V) is provided to feed lighting and mechanical loads. Power to low voltage (208/120V) loads on each floor is provided by dry-type transformers which are connected to the vertical busduct via disconnect switches. All power distribution equipment and panels in this addition are new and in good working condition.

Wires & Conduits
All wires & conduits in this part of the building are new and embedded in the walls or above ceilings. They are all in good working condition.

Existing Emergency Power Distribution System
Emergency power for loads in the new section is provided by an existing emergency generator in the old part of the building via emergency power distribution system and existing automatic transfer switches and panels described in the old part of the administration building report.

Existing Interior Lighting System
Existing Lighting Conditions – Corridors /Office: recessed downlight fixtures and ceiling recessed direct/indirect fixtures and higher energy efficient type and LED light sources are new and in good working condition.

Existing Mechanical Room/Electrical Room/Utility Room/Storage: Industrial surface or pendant mounted to the ceiling with fluorescent lamps.

Existing Receptacles
All existing power receptacles in this part of building are recessed type and new. They all are in good condition.

Existing Fire Alarm System
Fire alarm system for the new addition is extended from the main building. All devices are new and addressable with related wiring in good working condition.

Existing Tel/Data System
Tel/data system for the new addition is extended from IDF rooms located in the original building. In some cases, new IDF rooms are provided and connected to the existing data system in the old part of the building. All devices and wiring are new and in good working condition.

Main Building - Fine Arts Wing

Existing Central Plant
Heat Water Plant: The Fine Arts wing gets all of its heating water from the main admin building.
Chilled Water Plant: There is an existing air-cooled chiller on the roof right next to the mechanical room. Chilled water is distributed by a simplex constant volume pumping system.

Air Handling
There are multiple constant volume four pipe air handling systems serving different parts of the building. The units handle both ventilation and conditioning of air. One of the

auditoriums has its own packaged air-cooled split system with hydronic heat and works in stand-alone mode. The stand-alone air handler is in much better condition than the hydronic air handlers.

Terminal Units
The spaces that are not served by a dedicated air handler have hydronic unit ventilators of cabinet fan coils for heating. Most of these spaces have window units for air conditioning installed in a boarded window for cooling and perimeter units for heating.

Hydronic System
The existing hydronic system is a two- pipe switch over system that cannot simultaneously cool and heat. A seasonal switchover valve is used. Piping and insulation are in decrepit condition.

Controls
All controls in the building are pneumatic. There is a pneumatic compressor in the mechanical room.

The existing HVAC system is in poor condition. The chiller looks like it had two compressors recently replaced but the rest of the chiller is in horrible condition, very old and run down looking. The air handlers in the mechanical room also look very old. The insulation in the mechanical room is in terrible condition with missing insulation, sweating pipes and a lot of shoddy insulation repairs made with duct tape. The terminal units on the lower floors appear to be old and beaten up. Other than the stand alone split system, the existing mechanical systems in this building are antiquated and in terrible condition. This building is in need of a renovation.

Plumbing & Fire Protection System

Domestic Water Service
Domestic water service is from the Main Building.

Domestic Hot Water System
Domestic water is provided from the Main Building.

The observed plumbing fixtures in the Fire Arts Building are in fair condition. An electric water cooler in the Conference center is not functional. Another electric water cooler in the corridor appears to have been replaced recently. It is in good condition.

Fire Suppression System
The building is served by wet-pipe sprinkler system at partial area - basement and auditorium stage. There is a fire hose cabinet on one side of stage, but it does not meet the International Building Code requirement: “Stages greater than 1,000 square feet in area shall be equipped with a Class III wet standpipe system with 1.5 and 2.5 hose connections on each side of the stage.”

Electrical Systems
Electrical service for this building is provided from the main administration building. Power distribution panels are located in several electrical closets to feed the electrical loads in the building. Main voltage for the building is 480Y/277V and distribution transformer used to provide voltage system 208Y/120V for low voltage loads and receptacles in the building. Recessed and surface mounted branch panelboards are located throughout the building and next to other electrical equipment. Some of the panels are old and in poor condition, some panels installed in recent years are in fair condition.

Wires & Conduits
Although wires & conduits are embedded in the walls, the installation date is the same as when the panels were installed. We recommend conductivity and insulation tests be performed for all wires.

Existing Emergency/Stand-By Power System
An existing stand-by generator by ONAN is dedicated to emergency loads in this building. ATS switch related to emergency system in the corner of utility room of the building. There is no accurate record of the generator installation date and based on our survey record, they seem old and in poor condition. Existing condition seems fair. We recommend the unit be completely tested and serviced for high efficiency performance. Also, there is an emergency power distribution panel to feed all emergency loads in the building.

Light Fixtures
Existing Lighting Conditions – Theater/Corridors /Office: Downlight fixtures in theater, 2x4 recessed in ceiling with prismatic lens and four T8 fluorescent lamps in corridors. Higher energy efficient LED light source is available at this time and an upgrade is recommended.

Existing Lighting Conditions
Public Restrooms: 1x4 recessed and surface mounted fixtures with fluorescent lamps and prismatic or parabolic lenses. Higher energy efficient LED light source are available in the market for these types of fixtures. We recommend replacing these fixtures with LED type.

Existing Lighting Conditions
Mechanical Room/Electrical Room/Utility Room/Storage: surface or pendant industrial fixtures with fluorescent lamps.

Lighting Controls
Corridor/Offices/Mechanical Room/Electrical Room/storage: standard on/off switch

Stage and theater: controlled via dimming lighting control system.

Existing Receptacles
Existing power receptacles are a combination of recessed and surface mounted receptacles in various areas of the building. Condition of the receptacles in the building is fair. Wiring needs to be tested for insulation and conductivity.

Existing Fire Alarm System

Fire Alarm Control Panel
The existing FACP is mounted on the wall next to the electrical panels/equipment. The existing FACP is a conventional type system with capacity of 8 zones. We recommend this system be replaced with an addressable type. Fire Alarm Annunciator for the building is included in the existing FAAP panel which covers the entire administration building and is installed next to the main building entrance.

There are existing Fire Alarm Initiation and notification devices throughout the building. In the event the existing conventional fire alarm system is replaced with a new addressable type, we recommend all fire alarm devices be replaced with addressable devices.

Electrical system issues and recommendations for immediate attention

Power distribution system:
All branch panelboards located in different corridors of the building are old and door locks on one of them is damaged. Recommend breakers inside panels to be verified/tested and replaced if necessary. Door locks to be repaired

All existing power wiring in the building is old. Recommend conductivity and insulation test to be performed on all wiring related to panel feeders and large equipment. Replacement of damaged wires as necessary.

Regarding the age of the existing stand-by generator unit, related ATS, emergency panel and other related components; we recommend the entire system to be completely tested, serviced/maintained by a generator service company to ensure the emergency power system in the building will work properly.

Emergency Lighting
As mentioned in the report, existing fixtures for emergency egress pathways are old and there are locations that may not be covered by existing fixture layout. Recommend the location/layout of the existing emergency fixtures be verified, additional fixtures be installed in egress pathways which do not have full coverage. Existing emergency fixtures to be tested, re-lamped and cleaned, and also related batteries to be replaced (if necessary).

Recommend to verify location of all existing exit lights and provide additional exit lights as necessary. Also recommend all existing exit lights be tested, re-lamped, cleaned and related batteries to be replaced as required.

Interior Lighting System

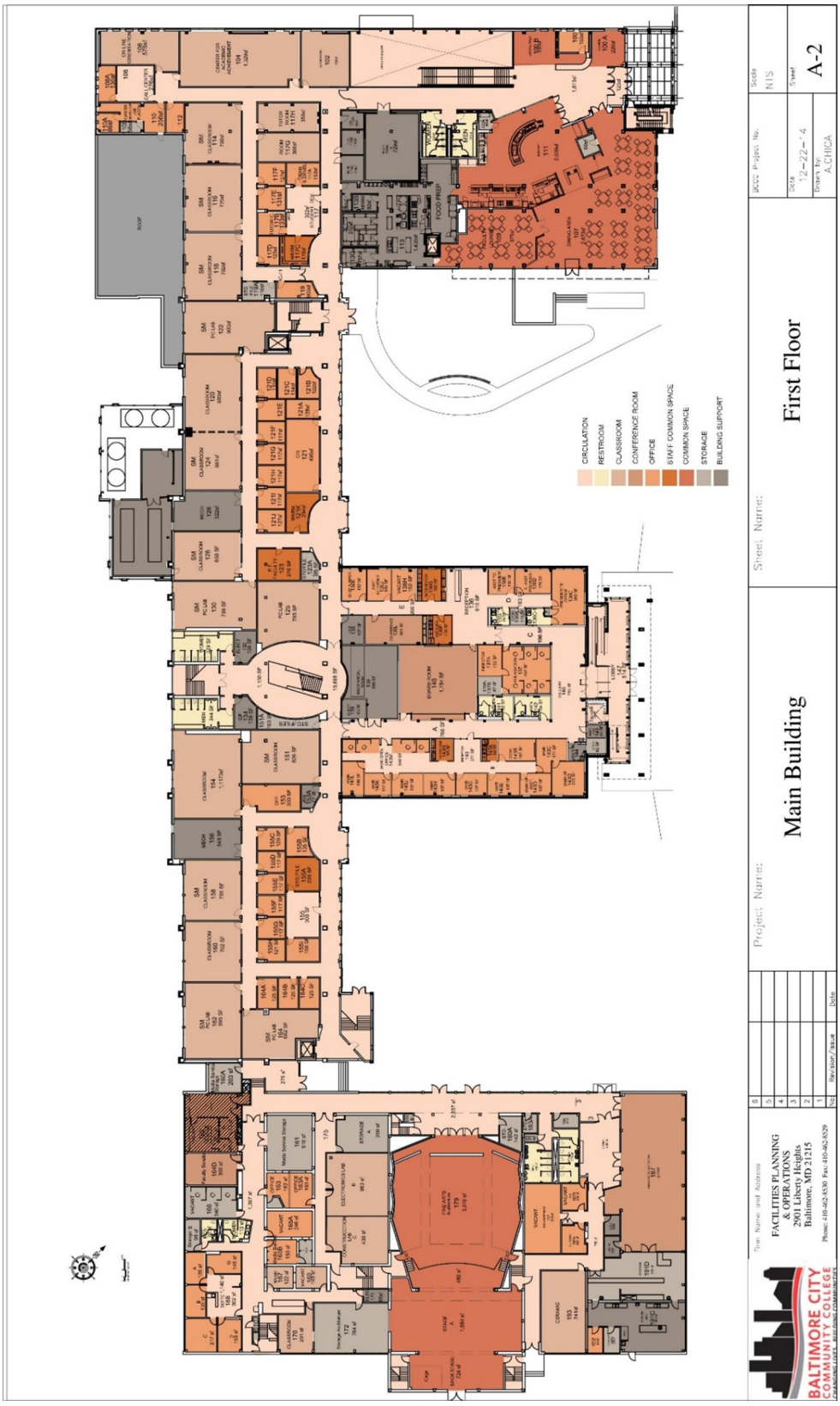
Existing light fixtures in the building are generally ceiling mounted fluorescent type with prismatic lens. Light fixtures in each location are controlled by wall mounted toggle switches. Recommend all fixtures be tested, cleaned and re-lamped. Complete fixture or part of the fixture such as lens, ballast are damaged, damaged part to be replaced if needed.

Recommend light control devices in each location be tested and related wiring be verified for proper performance. If a light control switch in any location is damaged, replace with a new device.

Fire Alarm System

Existing fire alarm system is conventional zoned system. Related FACP is located in electrical room. Recommend complete existing fire alarm system including FACP, FAAP, initiating and notification devices and related wiring to be carefully tested by a company specialist in servicing fire alarm systems to make sure existing system in the building operates correctly. Replace any device/component which is damaged or not functioning properly.


Ground Floor
Main Building
A-1
NTS
12-22-14
PARKING AREA
LOT D
CIRCULATION
RESTROOM
CLASSROOM
CONFERENCE ROOM
OFFICE
STAFF COMMON SPACE
COMMON SPACE
STORAGE
BUILDING SUPPORT
FACILITIES PLANNING
& OPERATIONS
2901 Liberty Heights
Baltimore, MD 21215
BALTIMORE CITY
COMMUNITY COLLEGE


CIRCULATION
RESTROOM
CLASSROOM
CONFERENCE ROOM
OFFICE
STAFF COMMON SPACE
COMMON SPACE
STORAGE
BUILDING SUPPORT
Project Name:
Main Building
Sheet Name:
First Floor
BCCC Project No.
Scale
NTS
Date
12-22-14
Sheet
A-2
Drawn by:
A.CHICA
FACILITIES PLANNING
& OPERATIONS
2901 Liberty Heights
Baltimore, MD 21215
BALTIMORE CITY
COMMUNITY COLLEGE


Second Floor
Main Building
A-3
CIRCULATION
RESTROOM
CLASSROOM
CONFERENCE ROOM
OFFICE
STAFF COMMON SPACE
COMMON SPACE
STORAGE
BUILDING SUPPORT
ROOF
EHL DEPARTEMENT
FACILITIES PLANNING & OPERATIONS
2901 Liberty Heights
Baltimore, MD 21215
BALTIMORE CITY COMMUNITY COLLEGE


Project Name:
Main Building
Sheet Name:
Third Floor
Scale
N.T.S
Date
12-22-14
Drawn By:
A-4
CIRCULATION
RESTROOM
CLASSROOM
CONFERENCE ROOM
OFFICE
STAFF COMMON SPACE
COMMON SPACE
STORAGE
BUILDING SUPPORT
ROOF
CLASSROOM 304 899 sf
CLASSROOM 308 661 sf
MECH. 308 526 sf
CLASSROOM 310 645 sf
CLASSROOM 312 682 sf
CLASSROOM 318 641 sf
BUSINESS ACCOUNTING CLASSROOM 320 535 sf
MECH. 322 547 sf
CLASSROOM 324 782 sf
BUSINESS/ ACCOUNTING LAB 326 899 sf
COMPUTER INFO SYSTEM LAB 328 1014 sf
CLASSROOM 327 1,031 sf
PC LAB 302 963 sf
CUBICLES 321 488 sf
WOMEN 224 sf
MEN 238 sf
ELEC. 314 152 sf
IDF 316 152 sf
735 sf
285 sf
317 sf
From Name and Address
FACILITIES PLANNING & OPERATIONS
2901 Liberty Heights
Baltimore, MD 21215
Phone: 410-462-8330 Fax: 410-462-8429
No.
Revision/Issue
Date
BALTIMORE CITY COMMUNITY COLLEGE

4.2 Bard Library

| | |
|---|---|
| Building Designation: | LIB |
| Number of Floors: | 3, including one level below-grade primarily housing systems |
| Net Assignable Square Feet (NASF): | 22,748 |
| Gross Building Area (GSF): | 38,963 |
| Net-to-Gross Efficiency: | 58.4% |
| Year Constructed: | 1965 |
| Renovations: | 1989, previous master plan called for Replacement and 15,000 square feet of expansion in 2016 |
| Additions: | none |
| Contains: | Library Print Media Collections, Offices, Computer Lab, General Classroom, Study Rooms |
| General Condition: | Poor |
| Adequacy of Space: | Functionally and materially obsolete |
| Sprinkler Systems: | Not sprinklered |
| Asbestos / Hazardous Materials: | None |




*Figure 4-21 – Library exterior*

Architectural – General

The library houses a small collection of books. Its primary use is as the chief study space on campus.

Substantially unaltered from 1965, the library exterior is composed of red brick, precast concrete panels and single-pane aluminum-framed glazing. The library is built into a hillside, so that the lower levels have comparatively little outside glazing. Interior finishes are basic and uninviting, and the interior arrangement is open, with little variety in available space. Building systems are obsolete and need replacement. The elevator does not meet current requirements for accessibility.

The open plan provides no acoustic privacy, and lacks a range of spaces suited for individual, small group or general study. Study space is in general poorly suited, essentially desks, tables and chairs in an open space around disused book shelving.




*Figure 4-22 – Library sign*

The library is in unsatisfactory condition, with obsolete envelope, HVAC and functional arrangements. It urgently requires renovation and updating to meet functional demands and to address out-of-date systems. It reflects its original role as a repository for bound books, and does not meet current curriculum requirements for electronic media and information-sharing.



*Figure 4-23 – Library interior*




*Figure 4-24 – Library interior*

Structural

In common with Main Hall, flooring systems are reinforced masonry (Doxplank) construction, which require careful attention to penetrations and utility routing. Overhead clearances are limited for retrofit work.

Accessibility

The building is accessible from the main entrance. An elevator has been retrofitted behind the main stairs, opening into common space on the first and second floors, but ending in a classroom space in the basement. Since there are toilets only on the

second floor and in the basement, and since the bulk of the basement facilities represent 2/3 of the toilets in the building, access to toilets is awkward at best, and unavailable if the classroom is in use or secured. Railings and stairways do not meet current ADA standards, and alarm systems are not up to current standards.



*Figure 4-25 – Basement toilets*



*Figure 4-26 – Study area*

## Mechanical

The Library has stand-alone cooling and receives hot water for heating from a central heating plant located in the Main Building. The heating pipe distribution system from the Main Building is old and reported to be in poor condition. The mechanical systems are original, from 1965, and have exceeded their expected useful lives. Additionally, the need to renovate and expand the Library is already identified in the current CIP.

There is a need to extend the Johnson Controls Energy Management System to the Labara Building in order to efficiently manage all of the building systems on campus from a central location. The Johnson Controls Energy Management System will allow for improved maintenance, response to alarms, and management of energy usage.

It is recommended that the heating piping between the Main Building and the Library be replaced. The piping is in poor condition and requires replacement to insure efficient and reliable heating for the building. Additionally, mechanical systems should be replaced or upgraded in the near future as part of the renovation and expansion, including extension of the Johnson Controls Energy Management System to this building.

## Electrical

The electrical systems are original, from 1965, and have exceeded their expected useful lives.

Electrical systems should be replaced or upgraded in the near future as part of the renovation and expansion. The need to renovate and expand the Library is already identified in the current CIP. Electrical service to the building will have to be increased to support the expansion and increased mechanical loads.

## Bard Library – Mechanical

### Scope of Work
The assessment team examined the existing conditions of the buildings and all of their mechanical systems in the buildings to evaluate the proposed plan for future use of the existing buildings with the consideration given to the potential re-use of the existing systems.

### Codes and Standards
- 2015 International Mechanical Code
- 2015 International Energy Conservation Code (IECC)
- 2006 NFPA 31 Standard for Oil Burning Equipment.

### Existing Conditions Assessment

### Heating Systems
The library does not have its own heating plant. The library receives heating water via underground piping from the main building. The heating is done by hydronic perimeter units and by the hot deck of a dual duct VAV system. The perimeter units do not appear to be damaged or in bad condition.

### Cooling Plant

### Central Plant
The system uses chilled water provided by a direct expansion Carrier chiller located in the basement. It appears to date from a renovation in 1988. The entire output of chilled water feeds the dual duct VAV air handler also in the basement. The chiller has reciprocating compressors which have not been offered on chillers of this size for at least 25 years. The condenser also appears very old as it has many signs of damaged fins, very bad paint and unreadable nameplates. The condition of this system is poor. The compressors used in this system also have many moving parts unlike modern compressors for systems of this size which have a single moving part making it easier to maintain them. The chiller would not be recommended for reuse.



*Figure 4-27- Chiller and Condensing Unit*



*Figure 4-28- Chiller and Condensing Unit*

Piping

The heating water piping coming from the main building serves the dual duct VAV air handler and the perimeter heat. The piping observed in the mechanical room appears to be in very poor condition. A lot of leaks, missing insulation and rusted piping was observed. Definitely would not consider reusing any piping serving the air handling unit.

The chilled water piping also looks very dilapidated. Many instances of missing insulation, no air separation or chemical treatment was noticed. The interior of the piping is most likely in poor condition. The simplex pump looks very old as well. Would not reuse piping in any major renovation.

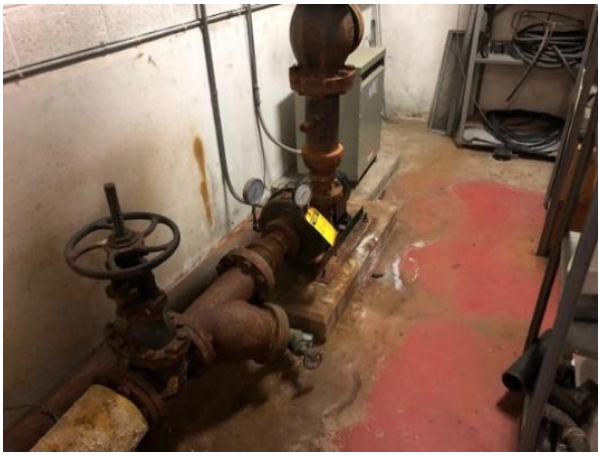




*Figure 4-29 & Figure 4-30 – Library Piping Showing Missing Insulation and Leaks*

Air Systems

The entire library is cooled and heated by a hydronic dual duct system. This system works by a having an air handling unit connected to heating water and chilled water. The air handler maintains a hot deck and a cold deck. Each deck is ducted to the terminal units, hence the term dual duct system. The terminal units modulate between the hot deck and the cold deck to maintain the desired set point in the space. The

system provides cooling and heat for the entire building. The unit uses 3 way hydronic control valves.

AHU: The existing AHU appears to be very old. As dual duct has not been a preferred system for at least thirty years. Dual duct terminal units and systems sold today are for replacements, not new installations. The unit is not damaged and does not appear to be leaking, however is does have an aged appearance. This system has no VFD on the fan therefore; the terminal unit basically serves as mixing boxes to mix the air from the two decks



*Figure 4-31 - Existing Dual Duct AHU*

Terminal Units
Dual duct boxes: The spaces control temperature by mixing air from the two decks of the air handler in the basement that are equipped with pneumatic controls. Each one is ducted to circular diffusers located throughout the library. The observed terminal units appear to be in good condition. The circular air diffusers also appear to be in good condition.

Controls
There is some evidence of electronic monitoring, a network 8,000 control system was observed, but every actuator in the building and every thermostat was pneumatic. Pneumatic controls have more maintenance issues than electronic controls, are incapable of PID control and do not have any remote monitoring capability or advanced programming capability. A noticeable hissing sound could be heard at numerous thermostats throughout the building indicating air leaks.

Recommendations
It is not recommended to retain any of the systems in the event the building is renovated. The central cooling equipment and piping is dilapidated, only repairs necessary to keep it running while needed is warranted. The system itself is most inefficient and has a very difficult time maintaining proper comfort. The chiller has maintenance intensive compressors which are not sold with modern units. The dual duct system is no longer being designed because of issues controlling humidity in moderate load conditions. It was necessary to leave heating on all year to basically reheating to maintain humidity levels which is not permitted by modern energy code. The pneumatic controls are also antiquated and lack the programming and monitoring capabilities of modern controls. This system should not be used for any major renovation of the building.

Library

Plumbing / Fire Protection System
The conditions for the existing Plumbing / Fire Protection System focus on below items.

Domestic Water Service
Domestic water service is from the Main Building.

Domestic Hot Water System
Domestic water is provided from the Main Building.

Plumbing Piping System and equipment
The condition of the plumbing piping is unknown at this time, but appears to be adequately serving the building. The age of the building needs to be determined. Piping systems typically have service life of 50 years. Assessment can be made once age is established.

Utility room piping insulation is in fair condition. One of the duplex sewage ejectors appears to have been recently replaced. The other ejector pump appears to have been replaced a number of years ago (i.e. It is not from the original construction).

Plumbing Fixtures
Many of the plumbing fixtures in the first floor restrooms appear to have been replaced recently and many are provided with relatively new controls. However, the piping installed is exposed in the toilet rooms and the appearance of the overall toilet rooms are worn and in need of renovations. The exposed piping diminishes the aesthetic effect of the new fixtures and trim. Many of the fixtures and trim could be salvaged during a renovation project. ADA fixtures are located on second floor only. The piping is concealed but the flush control valve is old style and needs to be replaced.

Fire Suppression System
No sprinkler and standpipe systems are in this building.

Library Building

Scope of Work
The assessment team examined the existing conditions of the building and the various electrical systems involved. The purpose of the study is to verify the existing electrical systems and to assess the condition of each system based on related application in the building.

Codes & Standards
- 2014 International Building Code (IBC_
- 2014 International Energy Conservation Code (IECC)
- 2014 NFPA 70, National Electrical Code (NEC)
- ANSI/ASME Elevators and Escalators Safety Code A17.1
- National Electrical Manufacturers Association (NEMA)
- Illuminating Engineering Society of North America (IESNA)
- State and County Codes & regulations
- Requirements specified in the county ED specification

Existing Conditions Assessment

Existing Electrical Service and Power Distribution Systems
Existing electrical power for the building is provided from Main Admin building via a 400A main disconnect located in the mechanical room. Voltage systems in the building is 208Y/120V, 3PH. Power from the main distribution panel (MDP) is provided to other panels via wires and conduits. MDP panel is wall mounted, with capacity of 400A located inside the existing mechanical room. Branch panelboards are located in different locations in corridors on each floor. According to available drawings, the existing power distribution system and related equipment and panels were installed in 1987. Except for the wire attached to MDP which is rusty and damaged, the rest seems to be in fair condition.

Existing Emergency/Stand-By Power System

- Emergency power: There is no dedicated stand-by generator for this building.
- Emergency power for life safety load in this building is provided by light fixtures with backup batteries.

Existing Interior Lighting System

Light Fixtures

Existing Lighting
Office areas: Mostly ceiling recessed 2x4 prismatic fixtures with fluorescent lamps
Library area: recessed type (in some area pendent mounted) parabolic fixtures with fluorescent lamps

Lighting Controls
Wall mounted toggle switches in almost every area are used to control light fixtures.

Existing Fire Alarm System
Conventional Fire Alarm system is used for the building. The existing system includes zoning panel, alarm bells and wall mounted pull boxes. There is no visual alarm device in the building. The system and related devices are old (installed in 1987) and may not comply with ADA.

Electrical System Issues & Recommendations for Immediate Attention

Library Building

Emergency Lighting
Recommend the location/layout of the existing emergency fixtures be verified, additional fixtures be installed in egress pathways which do not have full coverage. Existing emergency fixtures to be tested, re-lamped and cleaned, and also related batteries to be replaced (if necessary).

Recommend to verify location of all existing exit lights and provide additional exit lights as necessary. Also recommend all existing exit lights be tested, re-lamped, cleaned and related batteries to be replaced as required.

Interior Lighting System
Existing light fixtures in the building are generally ceiling mounted fluorescent type with prismatic lens. Light fixtures in each location are controlled by wall mounted toggle switches. Recommend all fixtures be tested, cleaned and re-lamped. If complete

fixture or part of the fixture such as lens, ballast are damaged, damaged part to be replaced.

Recommend light control devices in each location be tested and related wiring be verified for proper performance. If a light control switch in any location is damaged, replace with a new device.

Fire Alarm System

Existing fire alarm system is conventional zoned system. Related FACP is located in electrical room. Recommend complete existing fire alarm system including FACP, initiating and notification devices and related wiring to be carefully tested by a company specialist in servicing fire alarm systems to make sure the existing system in the building operates correctly. Replace any device/component which is damaged or not functioning properly.


CIRCULATION
RESTROOM
CLASSROOM
CONFERENCE ROOM
OFFICE
STAFF COMMON SPACE
COMMON SPACE
STORAGE
BUILDING SUPPORT
0' 2' 5' 10' 20FT
Graphic Scale
MECHANICAL 05 1,803sf
CRAWL SPACE
COMPUTER LAB 01 866sf
ELEV-MACH 01 A 66sf
01 D AHU
MEN 104
WOMEN 103
IDF
STORAGE 01 C 433sf
STORAGE 01 B 170sf
EXIT
16 s.f.
JAN 02 110s.f.
28 s.f.
Project Name:
Bard Library - LIB
Sheet Name:
Basement Floor
BCCC Project No.
Scale NTS
Date 12-22-14
Sheet A-1
Drawn by: A.CHICA
Revision/Issue
Date
FACILITIES PLANNING & OPERATIONS
2901 Liberty Heights
Baltimore, MD 21215
BALTIMORE CITY COMMUNITY COLLEGE


CIRCULATION
RESTROOM
CLASSROOM
CONFERENCE ROOM
OFFICE
STAFF COMMON SPACE
COMMON SPACE
STORAGE
BUILDING SUPPORT
0' 2' 5' 10' 20FT
Graphic Scale
EXIT
PRESENTATION ROOM 104 409sf
260 sf
STUDY ROOM 105 90 sf
STUDY ROOM 106 122 sf
STUDY ROOM 107 90 sf
STUDY ROOM 108 90 sf
OPEN STUDY AREA 100A
OPEN STUDY AREA 100
OPEN STACK AREA 400 sf
OPEN AREA 6,880sf
150 sf
up
INFO DESK 410 sf
DIRECTOR 103 214sf
RECEIVING 102 633sf
IDF
102A
WORKROOM 101 1,265sf
EXIT
Project Name:
Bard Library - LIB
Sheet Name:
First Floor
BCCC Project No.:
Scale
NTS
Date
12-22-14
Sheet
A-2
Drawn By:
A.CHICA
Firm Name and Address
FACILITIES PLANNING & OPERATIONS
2901 Liberty Heights
Baltimore, MD 21215
Phone: 410-462-8530 Fax: 410-462-8529
No.
Revision/Issue
Date
BALTIMORE CITY COMMUNITY COLLEGE


CIRCULATION
RESTROOM
CLASSROOM
CONFERENCE ROOM
OFFICE
STAFF COMMON SPACE
COMMON SPACE
STORAGE
BUILDING SUPPORT
0' 2' 5' 10' 20FT
Graphic Scale
CONFERENCE 204 288sf
CONF. ROOM 205 195sf
EXIT
STUDY ROOM 203 309sf
OPEN READING AREA 200A
1,140sf
OPEN STACK STUDY ROOM
1,550sf
OPEN READING AREA 6,800sf 200
COMP. LAB 202 275sf
WOMEN 131sf
MEN 132sf
dw
210sf
OFFICE 201 299sf
201A
201B
EXIT
Project Name:
Bard Library - LIB
Sheet Name:
Second Floor
BCCC Project No.
Scale
NTS
Date
12-22-14
Sheet
A-3
Drawn By:
A.CHICA
Firm Name and Address
FACILITIES PLANNING & OPERATIONS
2901 Liberty Heights
Baltimore, MD 21215
Phone: 410-462-8530 Fax: 410-462-8529
No.
Revision/Issue
Date
BALTIMORE CITY COMMUNITY COLLEGE

## 4.3 Physical Education Center

| | |
|---|---|
| Building Designation: | PEC |
| Number of Floors: | 2 |
| Net Assignable Square Feet (NASF): | 24,013 |
| Gross Building Area (GSF): | 46,292 |
| Net-to-Gross Efficiency: | 51.9 % |
| Year Constructed: | 1965 |
| Renovations: | 1993<br>2009 – A new chiller was installed and connected to the chilled water system installed during the 1993 renovations for the future installation and integration of a chiller into the building system. |
| Additions: | None |
| Contains: | Arena, Concessions, Staff Offices, Dance Studio, Exercise Room, General Classrooms, Locker Rooms, Training and Hydrotherapy Suite, Coach Offices, Lounge |
| General Condition: | Good |
| Adequacy of Space: | Fair |
| Sprinkler Systems: | Provided |
| Asbestos / Hazardous Materials: | None |

Exhibit 10.1



*Figure 4-32 – Physical Education Center exterior*

### Architectural – General

The Physical Education Center is an arched gymnasium buttressed by concrete piers at the arch support points, spanning the main playing floor. The perimeter of the upper level around the playing floor comprises lobbies, circulation space, offices and

concessions, with a few classrooms or studios. The gym is used for athletics and for large campus assemblies.

A lower level houses team rooms, lockers, offices and service spaces. The building is in generally good condition. Cosmetic upgrades would be helpful to update the appearance of the building and it's interior.

The exterior uses brick and precast panels, with exposed concrete buttresses. The interior finishes are mainly painted concrete block and vinyl tile.




*Figure 4-33 - Interior of the arena*

As noted in the attached condition assessment, the Physical Education Center is in satisfactory condition, but will require substantial work in the mid-term horizon to address deferred replacement of systems and finishes, and to bring the facility up to current accessibility standards. Its comparatively isolated location on the campus and the imposition of temporary modular buildings such as the Facilities Building and Harper Hall have harmed its prominence and connection to the campus.

Structural

In common with other buildings built at about the same time on campus, the Physical Education Center has low structural clearances and restrictions on structural penetrations. Cement fiber roof deck panels (Tectum) are showing age and moisture damage in some locations.



*Figure 4-34 – Damaged Tectum and framing at gym roof overhang*




*Figure 4-35 – Mechanical clutter and encroachment at the front of the gymnasium*

Harper Hall and the Facilities Building have encroached on the front of the building, obscuring it from the rest of the campus. Mechanical equipment has been placed so that even with the removal of the temporary structures, the equipment will be discordant with the approach to the building.

### Mechanical

The Physical Education Building has stand-alone cooling and heating systems. To mitigate cooling issues in the PE Center and address the ventilation and humidity control throughout the building a new chiller and condenser unit was integrated into the heating and cooling systems in 2009. The mechanical systems are original, from 1965, and have exceeded their expected useful lives. The need to renovate and expand the PE Building has already been identified and will be incorporated in a future Capital Improvement Plan.

There is a need to extend the Johnson Controls Energy Management System to the Nursing Building in order to efficiently manage all the building systems on campus from a central location. The Johnson Controls Energy Management System will allow for improved maintenance, response to alarms, and management of energy usage.

### Mechanical Analysis

Although a new chiller has been incorporated into the PE Centers mechanical system in 2009, mechanical systems should be replaced or upgraded in the near future as part of the renovation and expansion, including extension of the Johnson Controls Energy Management System to this building.

### Electrical

The electrical systems are original, from 1965, and have exceeded their expected useful lives.

### Electrical Analysis

Electrical systems should be replaced or upgraded in the near future as part of the renovation and expansion. The need to renovate and expand the PE Building has already been identified for inclusion in a future Capital Improvement Plan submission. Electrical service to the building will have to be increased to support the expansion and increased mechanical loads.

### Physical Education Assessment

### Central Plant

Heating Plant: The heating plant is two-cast iron natural gas fired boilers and two constant volume circulating pumps with configuration of pumps as duty standby.



*Figure 4-36 - Cast Iron Boilers*

Cooling Plant

There is a single air cooled chiller outside the mechanical room. The chilled water distribution is done by constant volume pumps in a duty standby configuration. The chilled water is a propylene glycol-water mix.



*Figure 4-37 - Existing Chiller*

Air Handling

The main gym is served by two constant volume four pipe air handlers which serve both ventilation and air conditioning. The remaining offices and areas in the building are also served by four pipe fan coils. There is no sign of a makeup air unit so it is assumed all terminal units provide heat and air conditioning.

Terminal Units

All terminal units are four pipe fan coils that are ducted to diffusers.

Controls

Controls are decentralized with each terminal unit responding to its own thermostat to control the valve position.

Condition

The existing heating and chilled water plants are in excellent condition. The equipment appears to be recently installed. The piping insulation in the mechanical room is in

excellent condition. The terminal units seem to be older but nothing appears to be in bad condition. The gymnasium units are probably more recent as it seems they were D/X units at one time. The abandoned condensers were observed outside. It is assumed that the gym units were recently converted to hydronic.

Physical Education Center

Plumbing / Fire Protection System
The conditions for the existing Plumbing / Fire Protection System focus on below items.

Domestic Water Service
Water service is from 8-inch school in campus. 4-inch water service enters the ground floor of the Mechanical Room and splits to 4-inch domestic water service and 4-inch fire service without backflow preventer at each side.

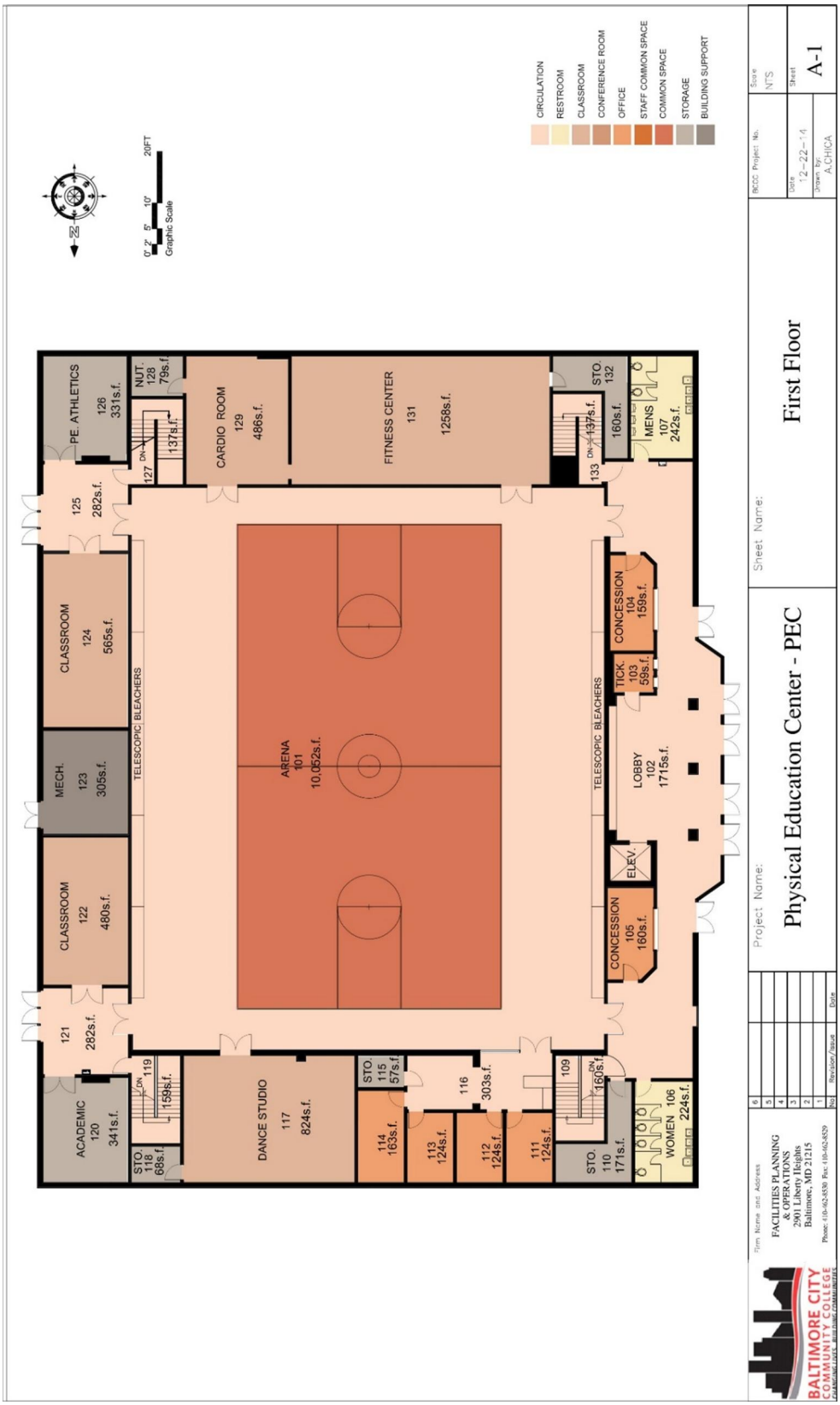
Domestic Hot Water System
Domestic hot water is generated by a gas fired water heater with 900 gallon storage capacity. Hot water recirculation system has been provided.

Plumbing Fixtures
Many of the plumbing fixtures appear to have been replaced recently and many are provided with relatively new proximity controls. However, the piping is installed in the toilet rooms is exposed and the appearance of the overall toilet rooms are worn and in need of renovations. Many of the fixtures and trim could be salvaged during a renovation project.

Electric water cooler is on poor condition. The ADA requirement of dual height has not been provided.

Fire Suppression System
The building is served fully throughout by a wet-pipe sprinkler system. The sprinkler system is fed by a 4-inch fire service and boost with a fire pimp.


Physical Education Center - PEC
Ground Floor
A-2
CIRCULATION
RESTROOM
CLASSROOM
CONFERENCE ROOM
OFFICE
STAFF COMMON SPACE
COMMON SPACE
STORAGE
BUILDING SUPPORT
BALTIMORE CITY COMMUNITY COLLEGE


CIRCULATION
RESTROOM
CLASSROOM
CONFERENCE ROOM
OFFICE
STAFF COMMON SPACE
COMMON SPACE
STORAGE
BUILDING SUPPORT
Graphic Scale
PE. ATHLETICS 126 331s.f.
NUT. 128 79s.f.
CARDIO ROOM 129 486s.f.
FITNESS CENTER 131 1258s.f.
STO 132
MENS 107 242s.f.
CLASSROOM 124 565s.f.
MECH. 123 305s.f.
CLASSROOM 122 480s.f.
ACADEMIC 120 341s.f.
DANCE STUDIO 117 824s.f.
ARENA 101 10,062s.f.
TELESCOPIC BLEACHERS
CONCESSION 104 159s.f.
TICK. 103 59s.f.
LOBBY 102 1715s.f.
ELEV.
CONCESSION 105 160s.f.
WOMEN 106 224s.f.
Project Name:
Physical Education Center - PEC
Sheet Name:
First Floor
A-1
FACILITIES PLANNING & OPERATIONS
2901 Liberty Heights
Baltimore, MD 21215
BALTIMORE CITY COMMUNITY COLLEGE

## 4.4 Nursing Building

| | |
|---|---|
| Building Designation: | NRS |
| Number of Floors: | 3 |
| Net Assignable Square Feet (NASF): | 21,790 |
| Gross Building Area (GSF): | 36,593 |
| Net-to-Gross Efficiency: | 59.5% |
| Year Constructed: | 1977 |
| Renovations: | None |
| Additions: | None |
| Contains: | General Classrooms, Fashion Design Program, Allied Health Labs, Auditorium, Faculty and Administrative Offices |
| General Condition: | Fair |
| Adequacy of Space: | Inadequate |
| Sprinkler Systems: | None |
| Asbestos / Hazardous Materials: | None |




*Figure 4-38A – The Nursing building corner at the main entrance to the campus*

Architectural – General

The Nursing Building is a three-story trapezoidal building at the point closest to the campus entrance. The plain red-brick building frames the main pedestrian path into the campus along with the library, and leaves something to be desired as a campus gateway. The Nursing Building includes a lecture hall at the pointed end, and the remainder of the building is classroom and lab space. Finishes are basic and aging. The building is deficient in ADA compliance in terms of accessible toilets and fire alarm systems. It is not sprinklered. Building systems are obsolete. The building houses nursing instruction spaces and labs, which are not well suited to the current instruction program, and are inadequate for the current heavy demand for such spaces. Institution of new programs will require substantial renovation and expansion. The building envelope dates to the time of its construction and is thermally inefficient.



*Figure 4-38B – The Nursing Building main façade and the "moat"*

Accessibility

The Nursing Building has access from grade at two levels, occupying the slope of a hillside. It is somewhat isolated from adjoining circulation by the fall in terrain. Since it was constructed before ADA provisions were formulated, it lacks most accessibility features, and only partial retrofits have been attempted. Stairs, the elevator, hardware, door clearances, life safety systems and toilet facilities require comprehensive rework.



*Figure 4-39 – Typical corridor*



*Figure 4-40 – Toilet out of service*

## Mechanical

The Nursing Building has stand-alone cooling and receives hot water for heating from a central heating plant located in the Main Building. The heating pipe distribution system from the Main Building is old and reported to be in poor condition. The mechanical systems are original, from 1977, and have reached or exceeded their expected useful lives.

## Mechanical Analysis

It is recommended that the heating piping between the Main Building and the Nursing Building be replaced. The piping is in poor condition and requires replacement to insure efficient and reliable heating for the building. Additionally, mechanical systems should be replaced or upgraded in the near future, including extension of the Johnson Controls Energy Management System to this building.

Electrical
The electrical systems are original, from 1977, and have reached or exceeded their expected useful lives.

Electrical Analysis
Electrical systems should be replaced or upgraded in the near future.

Mechanical

Scope of work
The assessment team examined the existing conditions of the building involved and all of the mechanical systems in the building to evaluate the proposed plan for future use of the existing building with the consideration given to the potential re-use of the existing systems.

Codes and Standards

- 2015 International Mechanical Code_
- 2015 International Energy Conservation Code (IECC)
- 2006 NFPA 31 Standard for Oil Burning Equipment.

Existing Central Plant System

Heat
The Nursing building receives heating water via underground piping from the Main Admin. via underground piping.

Chilled Water
The building has a water-cooled chiller in the ground level mechanical room. The cooling tower is on dunnage on the ground outside the hydronic system. The system has constant volume pumps for the dual temperature water and the perimeter heating loop.



*Figure 4-41 - Building Cooling Tower*

Air Handling

The air handling units serving the classrooms are dual duct units one per floor except for the ground floor which had unit ventilators using louvers for ventilation and a two-pipe system. The auditorium has its own dedicated air handler. All units are equipped with freeze protection pumps.



*Figure 4-42 - Zone Dampers on Multizone Unit*

Terminal Units

Ground floor has unit ventilators, first and second floor have perimeter radiation heaters as well as the zone output of the multizone units.

Controls
All controls in the building are pneumatic.

Existing Condition
All systems appear old though not decrepit. The cooling tower showed signs of scale and had no particle separation which may mean the interior of the piping and chiller tubes may have fouling. Some of the insulation has been repaired, but all piping was insulated. Some split systems and through the wall heat pumps were installed on the ground floor indicating the unit ventilators are not doing well. The system itself, the multizone is no longer designed for new systems. Multizones are mostly sold as replacement units as they have trouble with humidity control unless reheat is on year-round.

Nursing

Plumbing / Fire Protection System
The conditions for the existing Plumbing / Fire Protection System focus on below items.

Domestic Water Service
Domestic water service is from 8-inch school in campus. 2 1/2-inch water service enters first floor Mechanical Room without backflow preventer inside the building. Utility room piping insulation is in fair to poor condition.

Domestic Hot Water System
Domestic hot water is generated by 80 gallon storage; 4500w electric water heaters located at each floor Janitor closet. These appear to be in good working order.

Storm Drainage System
The building's primary storm drainage system consists of roof drains collecting and emergency overflow drain. Given the age of the building and lack of noticeable discharge points, we assume that is not independent emergency overflow piping drainage system.



*Figure 4-43 – Storm drainage system*

Plumbing Fixtures

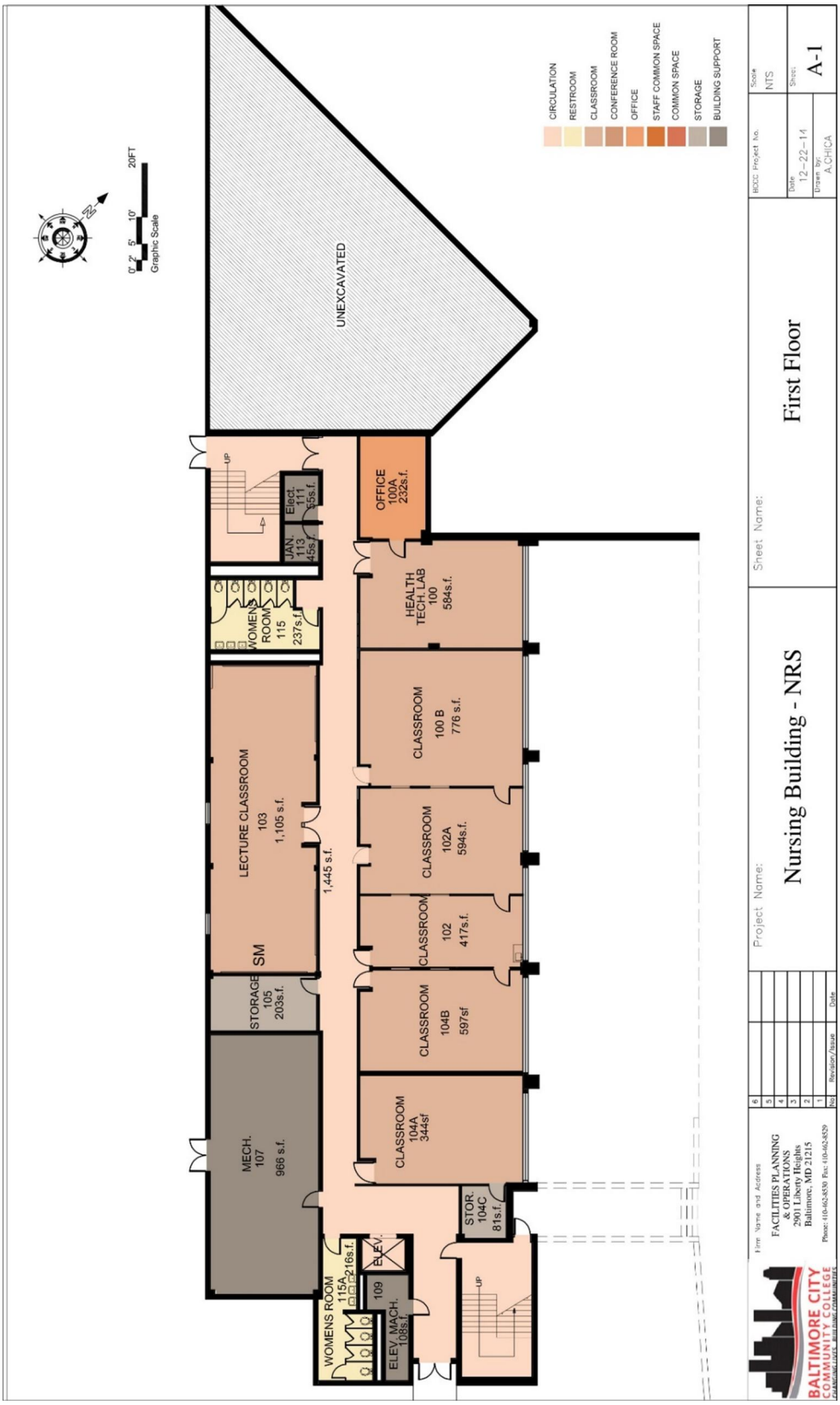
Many of the plumbing fixtures appear to have been replaced recently, and many are provided with relatively new proximity controls. However, the appearance of the overall toilet rooms are worn and in need of renovations. Many of the fixtures and trim could be salvaged during a renovation project.

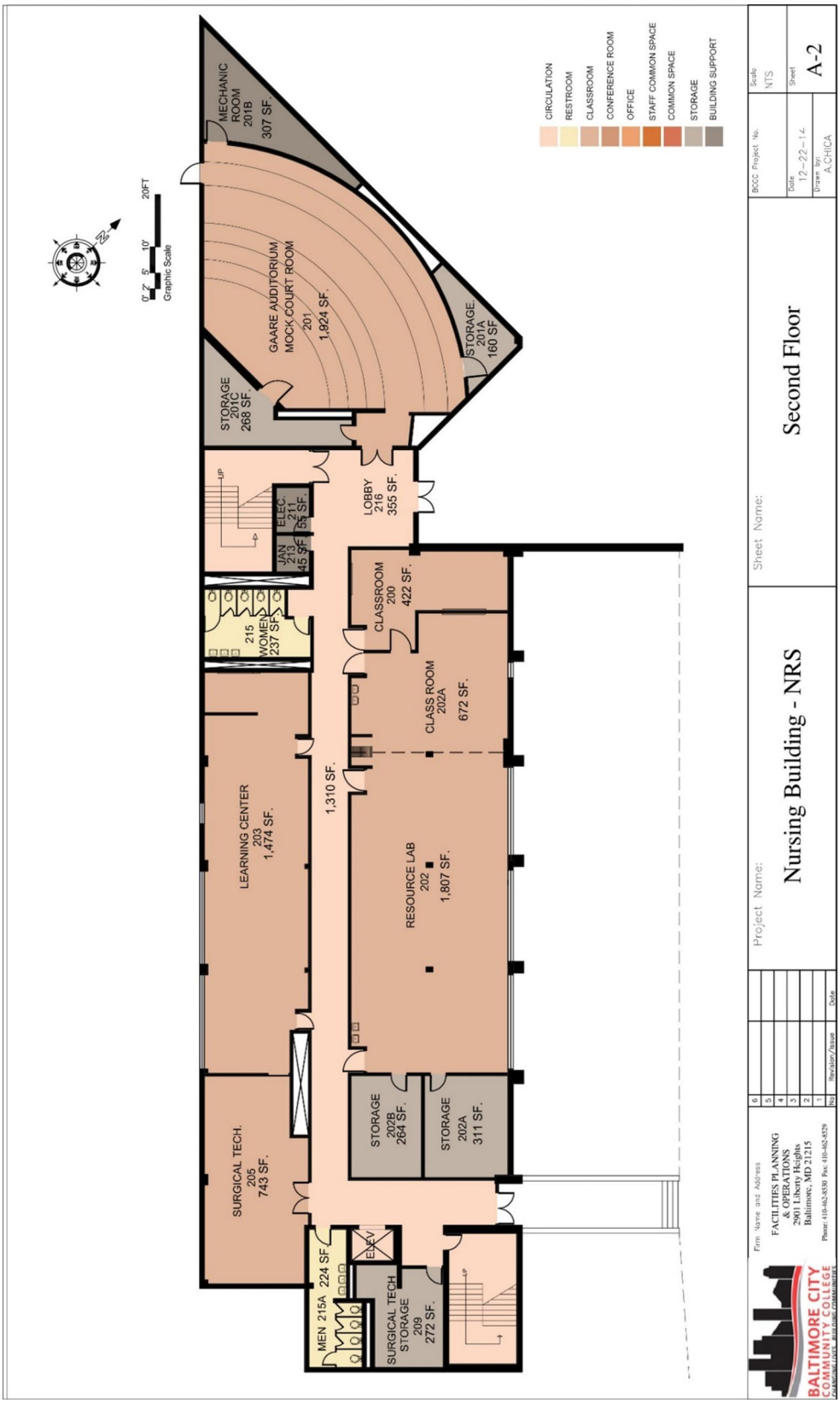
Relatively new electric water coolers have been provided, including some with bottle filling stations; however, these are all mounted at standard heights and do not provide the ADA requirement of dual height units.

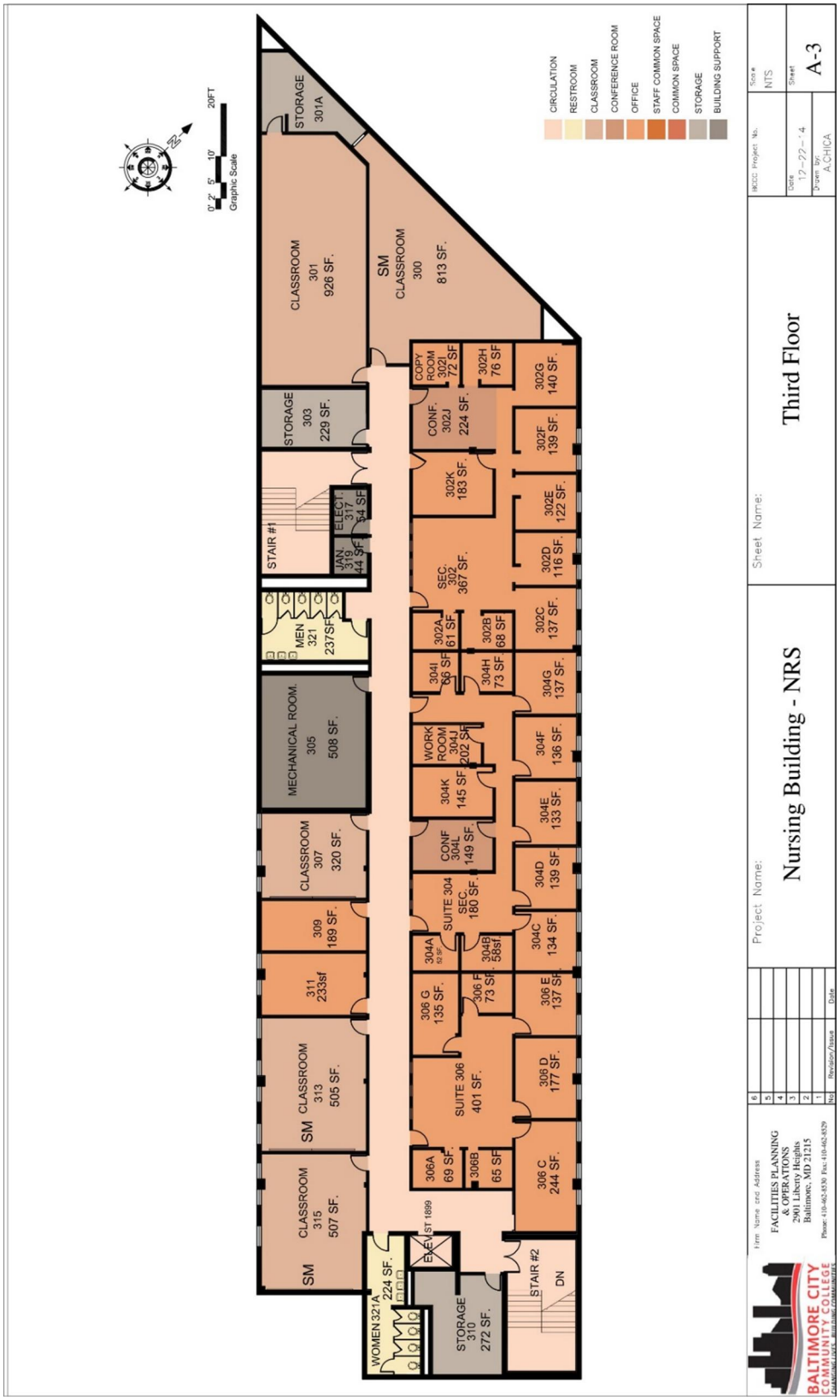
The janitor's sink appears to be original to the building and is worn.

Fire Suppression System

The building is not provided with a fire suppression system. A fire sprinkler retrofit is recommended.


CIRCULATION
RESTROOM
CLASSROOM
CONFERENCE ROOM
OFFICE
STAFF COMMON SPACE
COMMON SPACE
STORAGE
BUILDING SUPPORT
UNEXCAVATED
OFFICE 100A 232s.f.
Elect. 111 55s.f.
JAN 113 45s.f.
WOMENS ROOM 115 237s.f.
HEALTH TECH LAB 100 584s.f.
CLASSROOM 100 B 776 s.f.
LECTURE CLASSROOM 103 1,105 s.f.
1,445 s.f.
CLASSROOM 102A 594s.f.
CLASSROOM 102 417s.f.
STORAGE 105 203s.f.
SM
CLASSROOM 104B 597sf
MECH. 107 966 s.f.
CLASSROOM 104A 344sf
STOR. 104C 81s.f.
WOMENS ROOM 115A 216s.f.
ELEV. 109
ELEV. MACH. 108s.f.
UP
Graphic Scale
Project Name:
Nursing Building - NRS
Sheet Name:
First Floor
Scale
NTS
Sheet:
A-1
Date
12-22-14
Drawn By:
A.CHICA
BCCC Project No.
FACILITIES PLANNING & OPERATIONS
2901 Liberty Heights
Baltimore, MD 21215
BALTIMORE CITY COMMUNITY COLLEGE


CIRCULATION
RESTROOM
CLASSROOM
CONFERENCE ROOM
OFFICE
STAFF COMMON SPACE
COMMON SPACE
STORAGE
BUILDING SUPPORT
MECHANIC ROOM 201B 307 SF.
GAARE AUDITORIUM MOCK COURT ROOM 201 1,924 SF.
STORAGE 201A 160 SF
STORAGE 201C 268 SF.
LOBBY 216 355 SF.
ELEC 211 55 SF.
JAN 213 45 SF.
215 WOMEN 237 SF.
CLASSROOM 200 422 SF.
CLASS ROOM 202A 672 SF.
1,310 SF.
LEARNING CENTER 203 1,474 SF.
RESOURCE LAB 202 1,807 SF.
SURGICAL TECH. 205 743 SF.
STORAGE 202B 264 SF.
STORAGE 202A 311 SF.
MEN 215A 224 SF
ELEV
SURGICAL TECH STORAGE 209 272 SF.
20FT
10'
5'
0'
Graphic Scale
Project Name:
Nursing Building - NRS
Sheet Name:
Second Floor
BCCC Project No.
Scale
NTS
Date
12-22-14
Sheet
A-2
Drawn by:
A.CHICA
Firm Name and Address
FACILITIES PLANNING & OPERATIONS
2901 Liberty Heights
Baltimore, MD 21215
Phone: 410-462-8330 Fax: 410-462-8329
No.
Revision/Issue
Date
BALTIMORE CITY COMMUNITY COLLEGE


Project Name:
Nursing Building - NRS
Sheet Name:
Third Floor
A-3
Graphic Scale
CIRCULATION
RESTROOM
CLASSROOM
CONFERENCE ROOM
OFFICE
STAFF COMMON SPACE
COMMON SPACE
STORAGE
BUILDING SUPPORT
CLASSROOM 301 926 SF.
SM CLASSROOM 300 813 SF.
STORAGE 301A
STORAGE 303 229 SF.
MECHANICAL ROOM 305 508 SF.
CLASSROOM 307 320 SF.
309 189 SF.
311 233sf
SM CLASSROOM 313 505 SF.
SM CLASSROOM 315 507 SF.
SUITE 306 401 SF.
SUITE 304 SEC. 180 SF.
SEC. 302 367 SF.
CONF. 302J 224 SF.
CONF 304L 149 SF.
WORK ROOM 304J 202 SF.
COPY ROOM 302I 72 SF
STAIR #1
STAIR #2
ELEVATOR
WOMEN 321A 224 SF.
STORAGE 310 272 SF.
MEN 321 237SF
JAN. 319 44 SF
ELECT. 317 54 SF
306A 69 SF.
306B 65 SF
306 C 244 SF.
306 D 177 SF.
306 E 137 SF.
306 F 73 SF.
306 G 135 SF.
304A 93 SF
304B 58sf
304C 134 SF.
304D 139 SF.
304E 133 SF.
304F 136 SF.
304G 137 SF.
304H 73 SF
304I 66 SF
304K 145 SF.
302A 61 SF
302B 68 SF
302C 137 SF.
302D 116 SF.
302E 122 SF.
302F 139 SF.
302G 140 SF.
302H 76 SF
302K 183 SF.
Firm Name and Address
FACILITIES PLANNING & OPERATIONS
2901 Liberty Heights
Baltimore, MD 21215
Phone: 410-462-8330 Fax: 410-462-8329
No. Revision/Issue Date
BALTIMORE CITY COMMUNITY COLLEGE
BCCC Project No.
Date 12-22-'4
Drawn by: ACHICA
Scale NTS
Sheet A-3

## 4.5 Life Science Building

| | |
|---|---|
| Building Designation: | LSB |
| Number of Floors: | 4 |
| Net Assignable Square Feet (NASF): | 49,190 |
| Gross Building Area (GSF): | 89,437 |
| Net-to-Gross Efficiency: | 55% |
| Year Constructed: | 1996 |
| Renovations: | None |
| Additions: | None |
| Contains: | General Classrooms, Science Labs, Computer Labs, Faculty Offices, Conference Rooms, Greenhouse, Main Data Center, Dental Program and Clinic |
| General Condition: | Good |
| Adequacy of Space: | Adequate, with exceptions for lab space |
| Sprinkler Systems: | Fully sprinklered |
| Asbestos / Hazardous Materials: | None |



*Figure 4-44 - The Life Sciences Building from Main Hall, with the library in the foreground*

### Architectural – General

The Life Sciences Building is the principal science instructional building on campus, housing most of the college's laboratory space. The red-brick building was constructed in 1996 and is the most prominent building on campus for passers-by on Liberty Heights Avenue. The Life Sciences Building is heavily used, with little in the way of public space

and study space. Almost all space in the building is devoted to classrooms, offices and lab space. The single elevator in the main lobby is unreliable, as is another isolated elevator at the rear of the building.



*Figure 4-45 – Life Sciences from near the gymnasium*

Classrooms and labs are in good condition, but are in almost constant use. Systems require a mid-life replacement program. The roof is a candidate for replacement. The elevators require replacement as well.

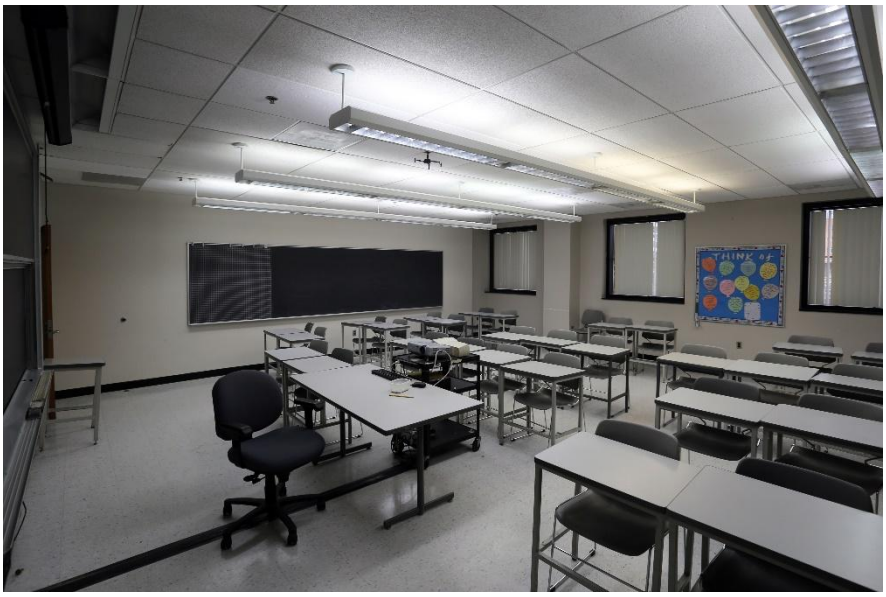


*Figure 4-46 – Typical classroom*



*Figure 4-47 – Central lobby on an upper floor*

## Mechanical

The Life Sciences Building has stand-alone cooling and heating systems. The original 1996 mechanical systems chiller units have been replaced and the addition of 2 new chiller units will increase the cooling capacity.

There is a need to extend the Johnson Controls Energy Management System to the Life Sciences Building in order to efficiently manage all the building systems on campus from a central location. The Johnson Controls Energy Management System will allow for improved maintenance, response to alarms, and management of energy usage.

Mechanical Analysis
Consideration should be given to extend the Johnson Controls Energy Management System to this building.

Electrical
The electrical systems are original, from the 1996. No major deficiencies in electrical power distribution have been reported.

Electrical Analysis
With the addition of the Data Center and the Dental Program and Clinic, the load on the existing Emergency Generator is more that it was originally designed to carry. An electrical load capacity and distribution study is needed to determine the proper size generator or supplemental generators are needed to integrate these areas fully into Emergency Generator Power system due to the frequency of outages experienced.

Life Sciences Building

Existing Central Plant System
Heating Water is provided by two dual fuel cast iron boilers. The boilers are located in the penthouse of the building. The boilers have water distribution by duplex constant volume pumps. The existing boilers seem to have some age on them as evidenced by the rusted condition of the outer casing.



*Figure 4-48 - Cast Iron Boilers Serving Life Sciences Building*

Chilled water is provided by three brand new air-cooled chillers located on the roof right outside the Mechanical Penthouse. Chilled water pumping is by a primary and secondary pumping. The secondary pump is a duplex constant volume chilled water pump. The primary pump is lead lag with a pump serving each chiller. The chillers and associated piping are new but it seems the existing piping indoors and pumps are much older and have signs of damaged insulation and rust.



*Figure 4-49 - New Chillers*

Air Handling

All of the classrooms are served by a variable volume reheat system. The main air supply is provided by two built up air handlers in the penthouse. The air handlers appear to have energy recovery but it could not be verified as the doors were difficult to open with the units running. All control valves are three way. The air handlers take all of the output from the air-cooled chillers and provide ventilation and cooling for all of the rooms in the Life Science Building.

Terminal Units

All of the classrooms have variable air volume terminal units with hot water reheat. It appears all return is through the plenum space above the suspended ceiling in each classroom. The corridors and staircases use hydronic cabinet haters. The data rooms all use independent mini split systems.

Controls

All controls in the building are pneumatic. There are some indications of monitoring by a BMS, but all observed actuators are pneumatic.

Conditions

The air-cooled chillers are brand new and appear to have been installed within the past year. All of the piping going to the chillers looks new. The rest of the piping in the penthouse is old but not in bad condition. The heating water pumps and secondary heating water pumps appear old but in decent condition and are all operational. The primary chilled water pumps are inline pumps and are run down with numerous leaks and rust on all of the pumps. The boilers are also in bad condition. The casings are rusted out; however, no leaks were noticed. The air handlers also seem old but in good condition. The VAV constant volume reheat system is not as outdated as the systems in the library or nursing building but is generally used as a baseline system for all energy models.

Life Science

Plumbing / Fire Protection System
The conditions for the existing Plumbing / Fire Protection System focus on below items.

Water Service
Building water service is from 8-inch water service which enters first floor Mechanical Room and splits to 8-inch fire service and 4" domestic water service.

Domestic Hot Water System
Domestic hot water is generated by two 300 gallon storage gas fired domestic water heaters at penthouse.

Natural Gas System
Gas is supplied to penthouse mechanical room to serve HVAC equipment and domestic water heaters.

Strom Drainage System
The building's primary storm drainage system consists of roof drains collecting and emergency overflow drain piping system. There were no reports by school staff of leaking problems for this building.

Plumbing Fixtures
The observed plumbing fixtures are in good condition. Plumbing fixtures are low water consumption type and barrier free fixtures met current ADA standards..

Fire Suppression System
The building is served fully throughout by an Auto Sprinkler System with dry–pipe system to parking garage, wet-pipe system to heated area, and pre-action system to computer rooms. The sprinkler system is fed by an 8-inch fire service and boost with a fire pump. A diesel –engine driven generator is located in the penthouse for emergency power to accommodate emergency requirements.




*Figure 4-50 - Fire pump test heads and Fire Department Connection*



*Figure 4-51 - Diesel-engine drive Emergency Generator*

## Life Sciences Building

### Scope of Work
The assessment team examined the existing conditions of the building and the various electrical systems involved. The purpose of the study is to verify the existing electrical systems and to assess the condition of each system based on related application in the building.

### Existing Condition Assessment

#### Existing Electrical Service
Existing metering number is 'BGE-161 211 157'. Main switch is 208Y/120V, 3PH, 4w, 2500A. BGE is the utility company. The secondary feeders enter the main electrical room and terminate at the Current Transformer (C/T) section.

### Existing Power Distribution System

#### Main Power Distribution Panel
Main distribution panel (MDP) is 480Y/277V, 3PH, 2500A, installed in 1995. Based on our survey, the existing MDP is in fair condition.

#### Branch Panelboards
Branch Panel boards are spread out in different areas of the building in order to feed the loads scattered in various locations. The condition of existing panelboards seems fair. There are electrical closets on each floor.

#### Wires & Conduits
Although, wires & conduits are embedded in the walls, the installation date is the same as when the panels were installed. We recommend conductivity and insulation tests to be performed for all wires.

### Existing Emergency/Stand-By Power System

#### Stand-By Generator (No 1):
This MTU generator is used to backup all server rooms and data racks loads. This generator is almost new and in a good condition.



*Figure 4-52 - Emergency generator*

Stand-By Generator (No 2):
Existing emergency generator by ONAN rated 350 KW, 480Y/277V. No accurate record of the generator installation date. However, year 1995-1996 according to the existing drawings and Generator label. This generator is used to feed all emergency loads in the building. Existing condition of this generator also seems fair. However, the unit should be tested and have a service maintenance contract for better performance and high efficiency.

ATS Switches
Existing emergency system includes 2 transfer switches, ATS 1 & 2 to transfer power to different types of emergency loads.

Emergency power distribution panels
There are a few emergency panelboards to distribute emergency power from ATS switches to emergency loads in the building. These panels are mostly located inside the electrical room.

Existing Interior Lighting System

Light Fixtures

Existing Lighting Conditions
Corridors/Office: Downlight and 2x4 recessed in ceiling fixtures with parabolic diffusers and T8 fluorescent lamps. Higher energy efficient LED light source is available at this time and upgrade is recommended.

Existing Lighting Conditions - Mechanical Room/Electrical Room/Utility Room/Storage: surface or pendant mounted to the ceiling industrial type with fluorescent lamps.

Lighting Controls
Corridor/Offices/Mechanical Room/Electrical Room/storage: standard on/off switch.
Stage and theater: controlled via Portable control switch for dimming and on/off.

Exterior: controlled via photocell.

Existing Egress Lighting & Exit Lights

Egress lighting
Egress Path Lighting – All fixtures fed by the existing emergency generator in the building. During the site visit it was noticed that in some locations/egress paths, there are not enough lighting coverage. We recommend this issue to be verified and appropriate fixtures to be installed.

Exit Lights
Different exit lights are used at exit locations. All exit signs include normal battery backup.

Existing Receptacles
Existing power receptacles are a combination of recessed, floor box and surface mounted receptacles in various areas of the building. Surface mounted receptacles were found in some areas which were added later on as needed.

Condition of the receptacles is fair. Wiring needs to be tested for insulation and conductivity

Existing Fire Alarm System

- Fire Alarm Control Panel is mounted on the wall. FACP is from NORTHON and is in good condition.
- Fire Alarm Annunciator Panel is wall-mounted type and installed next to the main building entrance area. Existing FAAP is in good condition.
- Fire Alarm Initiation Devices are in good condition.
- Fire Alarm Notification Devices are by Simplex and in good condition.

Existing Tel/Data System

Incoming Tel/Data Service(s) & MDF room
The building has a server room with data racks and data/tel equipment. All data related racks are floor mounted. The room and related equipment were installed in recent years and they are in good working condition. UPS system is installed in the data room to provide backup power for data equipment. Power for all data equipment and related receptacles is provided via dedicated panelboard also located in data room.

Tel/Data Outlets
Like power outlets, tel/data outlets are a combination of recessed and surface mounted. Surface mounted data outlets were noticed in ticket office, back rooms, etc. with raceway going to the suspended ceiling. Since the building is not that old, the outlets have to be checked individually. Otherwise, they are in fair condition.





*Figures 53, 54 & 55 Existing data room, data equipment racks and Existing UPS system*

Electrical System Issues & Recommendations for Immediate Attention

Life Sciences Building

Power distribution system:

- All branch panelboards located in different corridors of the building are old and door locks on one of them is damaged. Recommend breakers inside panels to be verified/tested and replaced if necessary. Door locks to be repaired
- All existing power wiring in the building is old. Recommend conductivity and insulation test to be performed on all wiring related to panel feeders and large equipment. Replacement of damaged wires as necessary.
- Regarding the age of the existing stand-by generator unit No 2, related ATS, emergency panel and other related components; we recommend the entire system to be completely tested, serviced/maintained by a generator service company to ensure the emergency power system in the building will work properly.

Emergency Lighting

- As mentioned in the report, existing fixtures for emergency egress pathways are old and there are locations that may not be covered by existing fixture layout. Recommend the location/layout of the existing emergency fixtures be verified, additional fixtures be installed in egress pathways which do not have full coverage. Existing emergency fixtures to be tested, re-lamped and cleaned, and also related batteries to be replaced (if necessary).

- Recommend to verify location of all existing exit lights and provide additional exit lights as necessary. Also recommend all existing exit lights be tested, re-lamped, cleaned and related batteries to be replaced as required.

Interior Lighting System

- Existing light fixtures in the building are generally ceiling mounted fluorescent type with prismatic lens. Light fixtures in each location are controlled by wall mounted toggle switches. Recommend all fixtures be tested, cleaned and re-lamped. If complete fixture or part of the fixture such as lens, ballast is damaged, the damaged part to be replaced.

- Recommend light control devices in each location be tested and related wiring be verified for proper performance. If a light control switch in any location is damaged, replace with a new device.

Fire Alarm System

- Existing fire alarm system panel FACP is located in electrical room. Recommend complete existing fire alarm system including FACP, FAAP, initiating and notification devices and related wiring to be carefully tested by a company specialist in servicing fire alarm systems to make sure the existing system in the building operates correctly. Replace any device/component which is damaged or not functioning properly.


Life Science Building - LSB
First Floor
A-1
Graphic Scale
0' 2' 5' 10' 20FT
N
PARKING
HVAC
RAMP
STAIR #1
STAIR #2
LOBBY 112 1,457s.f.
9'-4" High
DENTAL LAB 102 781 S.F.
DENTAL CLINIC 104 1,218s.f.
TIERED CLASSROOM 120 1,259s.f.
CITS MAIN FRAME 119 660s.f.
STUD. LOUNGE 116 166s.f.
WAITING AREA 110 273s.f.
WORKSTATION
TELEPHONE ROOM 115A 201s.f.
ELECTRICAL ROOM 113A 237s.f.
MECHANICAL ROOM 114A 143s.f.
ELEVATOR EQUIP. ROOM 115 80s.f.
CIRCULATION
RESTROOM
CLASSROOM
CONFERENCE ROOM
OFFICE
STAFF COMMON SPACE
COMMON SPACE
STORAGE
BUILDING SUPPORT
Project Name:
Sheet Name:
Scale NTS
Sheet A-1
Date 12-22-14
Drawn by: A.CHICA
FACILITIES PLANNING & OPERATIONS
2901 Liberty Heights
Baltimore, MD 21215
BALTIMORE CITY COMMUNITY COLLEGE


Project Name:
Life Science Building - LSB
Sheet Name:
Second Floor
Sheet
A-2
Scale
NTS
Date
12 22 14
Drawn by:
A.CHICA
BCCC Project No.
CIRCULATION
RESTROOM
CLASSROOM
CONFERENCE ROOM
OFFICE
STAFF COMMON SPACE
COMMON SPACE
STORAGE
BUILDING SUPPORT
HOUSEKEEPING
MATH PC LAB DEVELOPMENTAL
MATH TUTORIAL
LECTURE
CLASSROOM
SM MATH CLASSROOM
WORK ROOM
BIO/TYRECEPT.
TELECOM.
CONTROL
STAIR #1
Graphic Scale
FACILITIES PLANNING & OPERATIONS
2901 Liberty Heights
Baltimore, MD 21215
Phone: 410-462-8300 Fax: 410-462-8529
BALTIMORE CITY COMMUNITY COLLEGE


CIRCULATION
RESTROOM
CLASSROOM
CONFERENCE ROOM
OFFICE
STAFF COMMON SPACE
COMMON SPACE
STORAGE
BUILDING SUPPORT
Graphic Scale
20FT
Project Name:
Life Science Building - LSB
Sheet Name:
Four Floor
Scale
NTS
Sheet:
A-4
Date
12-22-14
Drawn by:
A.CHICA
BCCC Project No:
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& OPERATIONS
2901 Liberty Heights
Baltimore, MD 21215
Phone: 410-462-8430 Fax: 410-462-8429
BALTIMORE CITY
COMMUNITY COLLEGE
CHEMISTRY LAB
401
1,200s.f.
CHEMISTRY PREP
403
565s.f.
CHEMISTRY LAB
405
1,227s.f.
PHYSICS LAB
402
1,204s.f.
PHYSICS PREP
404
536s.f.
423
859s.f.
MEN
406
202s.f.
WOMEN
407
185s.f.
LOBBY
408
613s.f.
411
TELECOMM.
189s.f.
Data:
55 S.F.
ELECTRICAL
408A
ELECTRICAL
422A
ROOFDECK
A&P LAB
414
1,181s.f.
A&P PREP
416
568s.f.
ROBOTICS LAB
418
1,181s.f.
420
240s.f.
420a 33s.f.
HOUSEKEEPING
421
219s.f.
422
1,632s.f.
A&P LAB
415
1,153s.f.
A&P LAB
419
1,158s.f.
A&P PREP
417
579s.f.
BOX
MICRO-BIOLOGY LAB
413
1,160s.f.
MICRO PREP. ROOM
410
554s.f.
A & T BIO LAB
409
1,213 S.F.
8'-11" High
STAIR #
400

Exhibit 10.1

## 4.6 Harper Hall

| | |
|---|---|
| Building Designation: | HH |
| Number of Floors: | 2 |
| Net Assignable Square Feet (NASF): | 15,755 |
| Gross Building Area (GSF): | 23,034 |
| Net-to-Gross Efficiency: | 68.4% |
| Year Constructed: | 2001 |
| Renovations: | none |
| Contains: | Child Development Center (Day Care), Computer Information and Technology Offices, Media Services |
| General Condition: | Fair |
| Adequacy of Space: | Planned to be progressively vacated |
| Sprinkler Systems: | None |
| Asbestos / Hazardous Materials: | None |

### Architectural – General

Harper Hall is a modular structure, built to house functions displaced by renovation. The two-story building was put in place in 2001. The building has reached the end of its life and should be removed. Programs accommodated in Harper Hall should be moved to Main Hall or to the South Pavilion.

This building is a two-story temporary structure. The building was erected to serve as surge space, in order to facilitate the College's Main Building renovation. Harper Hall is programed for demolition with the commencement of the campus loop road project.



*Figure 4-56 – Harper Hall*



*Figure 4-57 – Play area at Harper Hall*

Mechanical, Electrical and Plumbing

The Harper Hall assessment is combined with the Facilities assessment in the next section.

Facilities Building

| | |
|---|---|
| Building Designation: | Facilities |
| Number of Floors: | 1 |
| Net Assignable Square Feet (NASF): | 4,302 |
| Gross Building Area (GSF): | 5,594 |
| Net-to-Gross Efficiency: | |
| Year Constructed: | 2006 |
| Renovations: | none |
| Contains: | Facilities Offices |




*Figure 4-58 – Facilities building*

Architectural – General

The Facilities Building is a modular structure. Intended to be temporary during renovation projects, it continues to house the facilities offices due to an absence of space elsewhere on campus. It lacks space for workshop and warehouse functions.

Mechanical

This facility is temporary. No deficiencies reported.

Mechanical Analysis
None.

Electrical
This facility is temporary. No deficiencies reported.

Electrical Analysis
None.

Facilities and Harper Hall:
HVAC System: The two buildings each use ducted outdoor package terminal air conditioning (PTAC) systems with electric heat. Each PTAC is ducted to a zone which is controlled by a single zone thermostat. The PTAC units handle ventilation as well. The units are the only source of HVAC in the building.



*Figure 4-59 - Typical PTAC units*

Condition: The PTAC units are all in serviceable condition. No long range planning is needed for such a system. The individual units can be replaced as required. These units are very common for prefabricated temporary structures as these appear to be.


CIRCULATION
RESTROOM
CLASSROOM
CONFERENCE ROOM
OFFICE
STAFF COMMON SPACE
COMMON SPACE
STORAGE
BUILDING SUPPORT
GRAPHIC SCALE
Project Name:
Harper Hall - HH
Sheet Name:
First Floor
Sheet
A-1
Date
12-22-14
Drawn by:
A.CHICA
Scale
NTS
BCCC Project No.
Revision/Issue
Date
Firm Name and Address
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& OPERATIONS
2901 Liberty Heights
Baltimore, MD 21215
Phone: 410-462-8530 Fax: 410-462-8529
BALTIMORE CITY
COMMUNITY COLLEGE


Project Name:
Harper Hall - HH
Sheet Name:
Second Floor
BCCC Project No.
Scale
NTS
Date
12-22-14
Sheet
A-2
Drawn By:
A.CHICA
Firm Name and Address
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Phone: 410-462-8550 Fax: 410-462-8529
BALTIMORE CITY COMMUNITY COLLEGE
CIRCULATION
RESTROOM
CLASSROOM
CONFERENCE ROOM
OFFICE
STAFF COMMON SPACE
COMMON SPACE
STORAGE
BUILDING SUPPORT
GRAPHIC SCALE
70s.f.
ITS - PC TECH 206 435sf
206C 90sf
206B 93sf
206A 91sf
206F 153sf
206D 145sf
206E 106sf
BREAKEROOM
ASST TO PRESIDENT OFFICE 208 157sf
CONFERENCE ROOM 204 356sf
WORKROOM & SUPPLY 204D 116sf
ASST TO PRESIDENT 208 140sf
RECEPTION 204C 132sf
PRESIDENT'S OFFICE 204 292sf
PRESIDENT'S SUITE 204
FOYER 353sf
CHIEF INTERNAL AUDITOR 205C 175sf
CHIEF OF STAFF OFFICE 210s.f.
STORAGE 204E 90sf
ITS DIRECTOR 200B 241sf
ITS STORAGE 207 395sf
File Room 205 C1
205 321sf
200A RECEPT.
x7498
ITS 200C 152sf
LEGISLATIVE DIRECTOR 205D 106sf
ASST ATTORNEY GENERAL 205E 106sf
ELEVATOR
STOR. 203A 36sf
ITS LOBBY 200 290sf
WAITING
HALL 778sf H=8'-6"
HALL 253sf
TEL 203 15sf
KITCHEN 200E 63sf
REF
FILE CABINETS 200D
WORKROOM 200F 72sf
ITS 212A 121sf
ITS 213 168sf
203 SF
ITS CONFERENCE ROOM 200H 350sf
ITS 212 110sf
ITS 200Z 132sf
AUDIOVISUAL EQUIPMENT 200L 173sf
ITS 200M 147sf
ITS STAFF OFFICES
ITS 200G 184sf
ITS 211 105sf
FILE CABINETS 200Y 134sf
ERP Director 209 A 306sf
ITS Network 208 451sf
200Q
200P
200X
200V
200T
HALL
ITS
ITS 210 322sf
209 B 215sf
200W
200U
200S
200R
TELECOM/ DATA 200 AA 190sf

## 4.7 North Campus

| | |
|---|---|
| West Pavilion | 3100 Towanda Avenue |
| Building Designation: | WP |
| Number of Floors: | 4+ 2 basement levels + penthouse |
| Net Assignable Square Feet (NASF): | |
| Gross Building Area (GSF): | 69,456 sf |
| Net-to-Gross Efficiency: | |
| Year Constructed: | 1965 |
| Renovations: | Office alterations in 2011 |
| Additions: | None |
| Contains: | Offices |
| General Condition: | Fair |
| Adequacy of Space: | Unsuitable for use on upper levels, satisfactory on the ground floor for offices |
| Sprinkler Systems: | Fully sprinklered |
| Asbestos / Hazardous Materials: | None in occupied areas |



*Figure 4-60 – The West Pavilion from downhill, from the old hospital footprint*

Architectural – General

The West Pavilion was built as the service wing and nursing dormitory for the now-demolished Provident Hospital in 1965. The present building represents the west wing of a larger 282-bed facility that was torn down in the late 1990s. It received a minimal renovation to accommodate BCCC offices in 2011. Its systems are obsolete and unsuitable for further use. The 4-story brick structure's upper floors are subdivided into small dormitory spaces, which cannot easily be adapted for flexible use or instructional space. The first floor is primarily used by the college's HR and procurement departments. It includes a 2300 square foot multi-use space that can be configured as an auditorium, but which is presently out of use.




*Figure 4-61 - West Pavilion entrance*

A great deal of the building's footprint and peripheral spaces are devoted to infrastructure associated with its former use, serving the now-vanished hospital. The West Pavilion is recommended for demolition once it is no longer needed for float space during renovations.

In the short run, a large proportion of the building's ground floor is occupied by the now-vanished hospital's central mechanical and electrical systems. Selective

demolition could yield a substantial area of utility space for facilities shops and warehouses, and there is some materials salvage value to offset part of the costs.



*Figure 4-62 – Office space in former dormitory space*



*Figure 4-63 – Former dormitory room repurposed for office*

Much of the upper West Pavilion remains configured as a dormitory, with small bathrooms between bedrooms. The rooms are now used for office space, much of which is presently vacant.

West Pavilion

Central Plant

Heating Water Plant: There is an old electric boiler in the basement mechanical room with a constant volume pumping system. The boiler was sized for a much larger load than it is currently serving. It is assumed that it used to provide heating for the building that was torn down.



*Figure 4-64 - Electric Boiler*

There is no central cooling plant. There is an air cooled chiller on the roof which serves limited parts of the building and an abandoned chiller on a lower roof that serves some abandoned air handling units. Most of the building is served by through the wall heat pumps with a ventilation unit providing ventilation.



*Figure 4-65 - Existing Air Cooled Chiller*

Air Handling

Two active air handlers were observed, one in the penthouse that provides tempered makeup air to all of the rooms with packaged heat pumps and another constant volume unit that serves a limited area on the first floor. There are several abandoned air handlers in the basement mechanical room left over from the part of the pavilion that

was demolished. The existing air handlers are constant volume, four pipe units. They appear to be the only users of the chilled water produced from the roof top chiller. There were many abandon air handlers in the basement mechanical room



*Figure 4-66 - Abandoned AHU in Basement Mechanical Room*

Terminal Units
Most of the building is air-cooled though the wall units with unit mounted controls. Ventilation is provided by the makeup air unit in the penthouse.

Controls
Air handler actuators were all pneumatic. No sign of any digital monitoring. Heat pump controls were unit packaged.

Condition
The condition of the equipment is decrepit. Several of the heat pump units could not be activated. Abandoned equipment looks to be in very poor condition. The existing chiller that is operational looks old and the installation violates code for proximity to the roof's edge and would not pass inspection. Very small parts of the first floor are actually occupied. Most of the building is vacant. Complete HVAC reconstruction is needed before the building can be fully occupied.

Plumbing / Fire Protection System
The conditions for the existing Plumbing / Fire Protection System focus on below items.

Domestic Water Service
This building was a hospital. The 10-inch domestic water and fire protection combined water service is from 20-inch city main at Liberty Height Avenue. A water meter pit is located at the 10-inch main water service on the side of the road. 8-inch domestic water service and 8" fire service are distributed by this 10-inch service and enter the building.

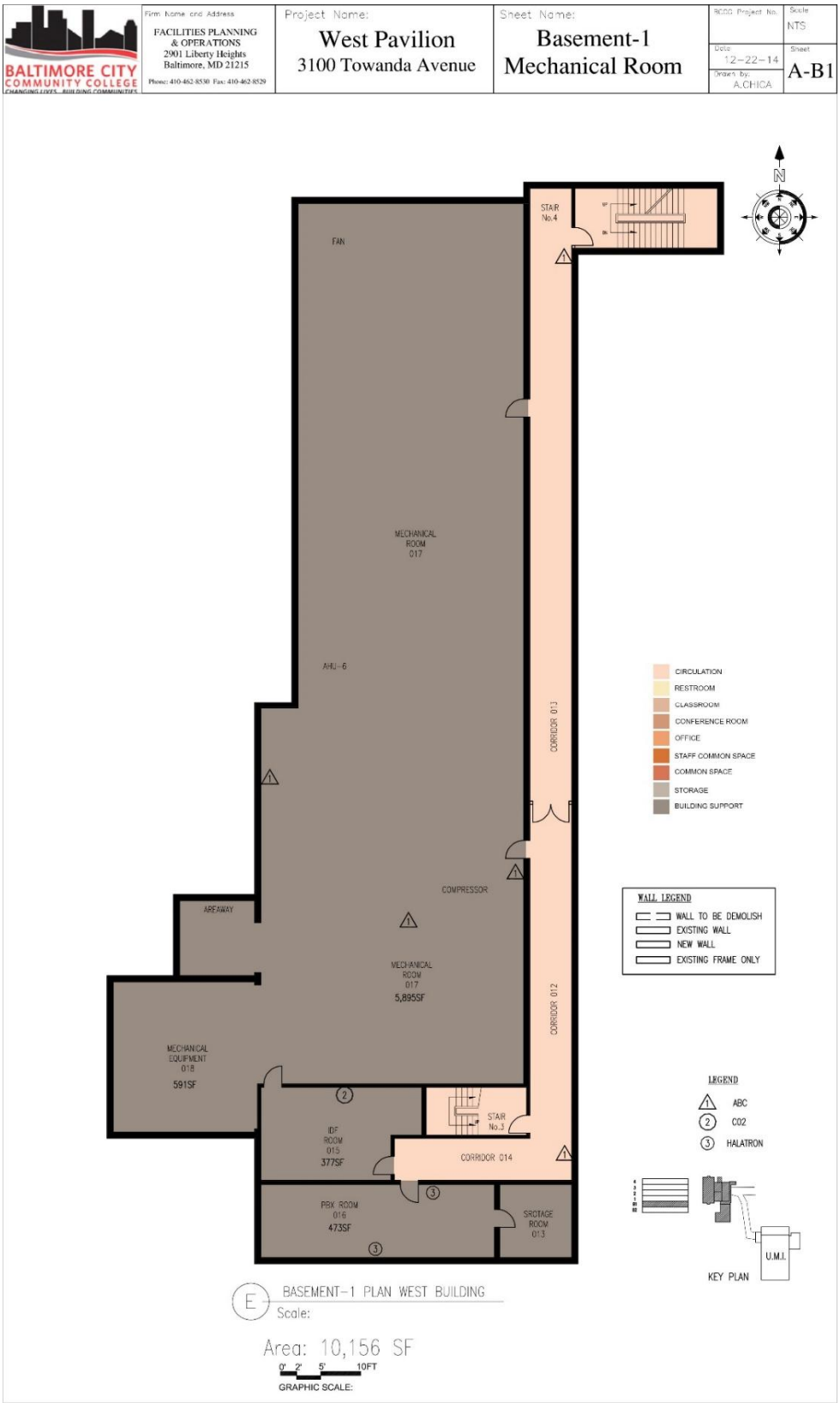
Domestic Hot Water System
Domestic hot water is generated by a domestic hot water boiler. Recirculation pump has been provided. This boiler is a 1970 product which is old and oversize for a new office building.

Plumbing Fixtures
This building is almost abandoned. All the plumbing fixtures shall be demolished.

Suppression System
The building is served by a wet-pipe sprinkler system. The sprinkler system is fed by an 8-inch fire service and boost with a fire pump.

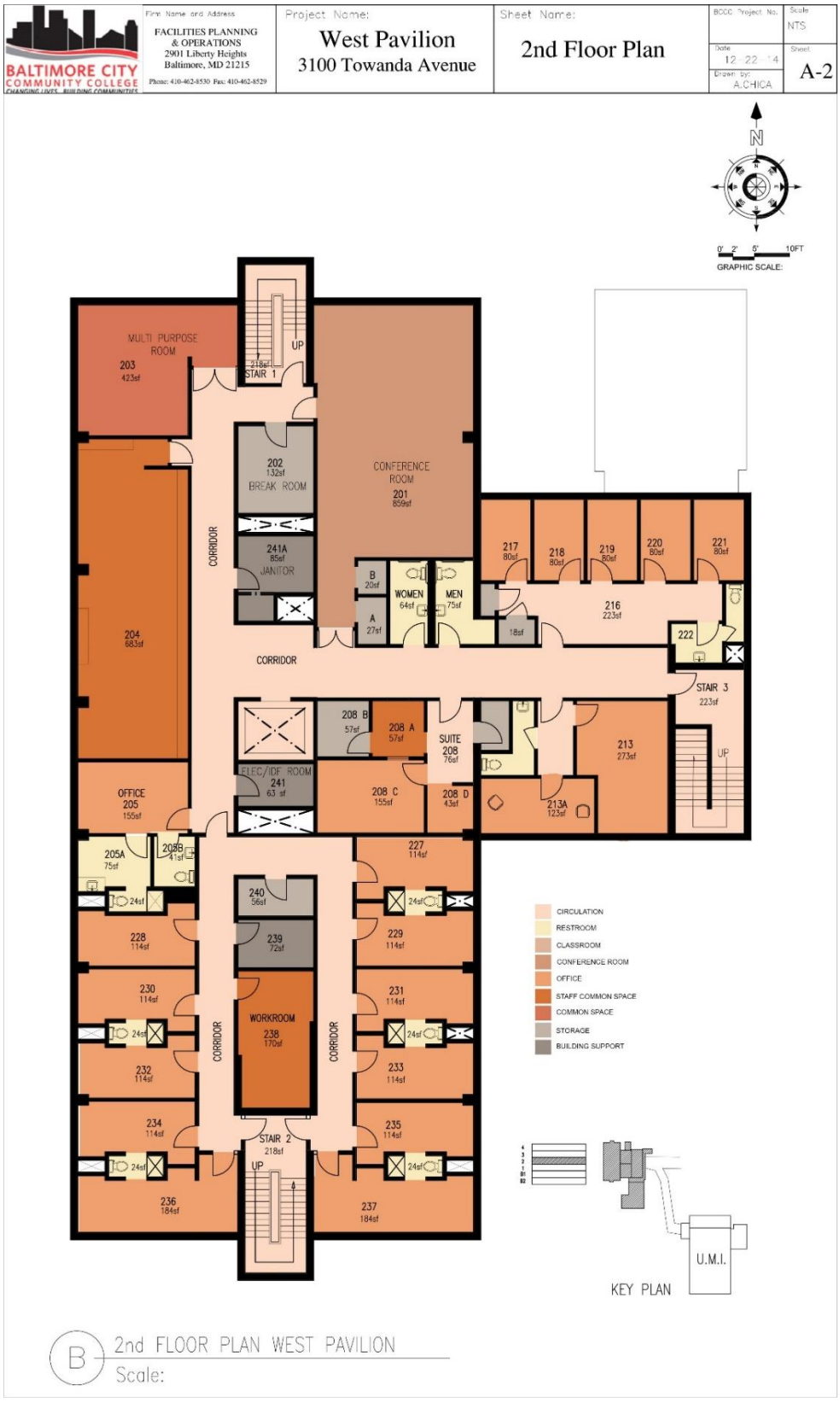


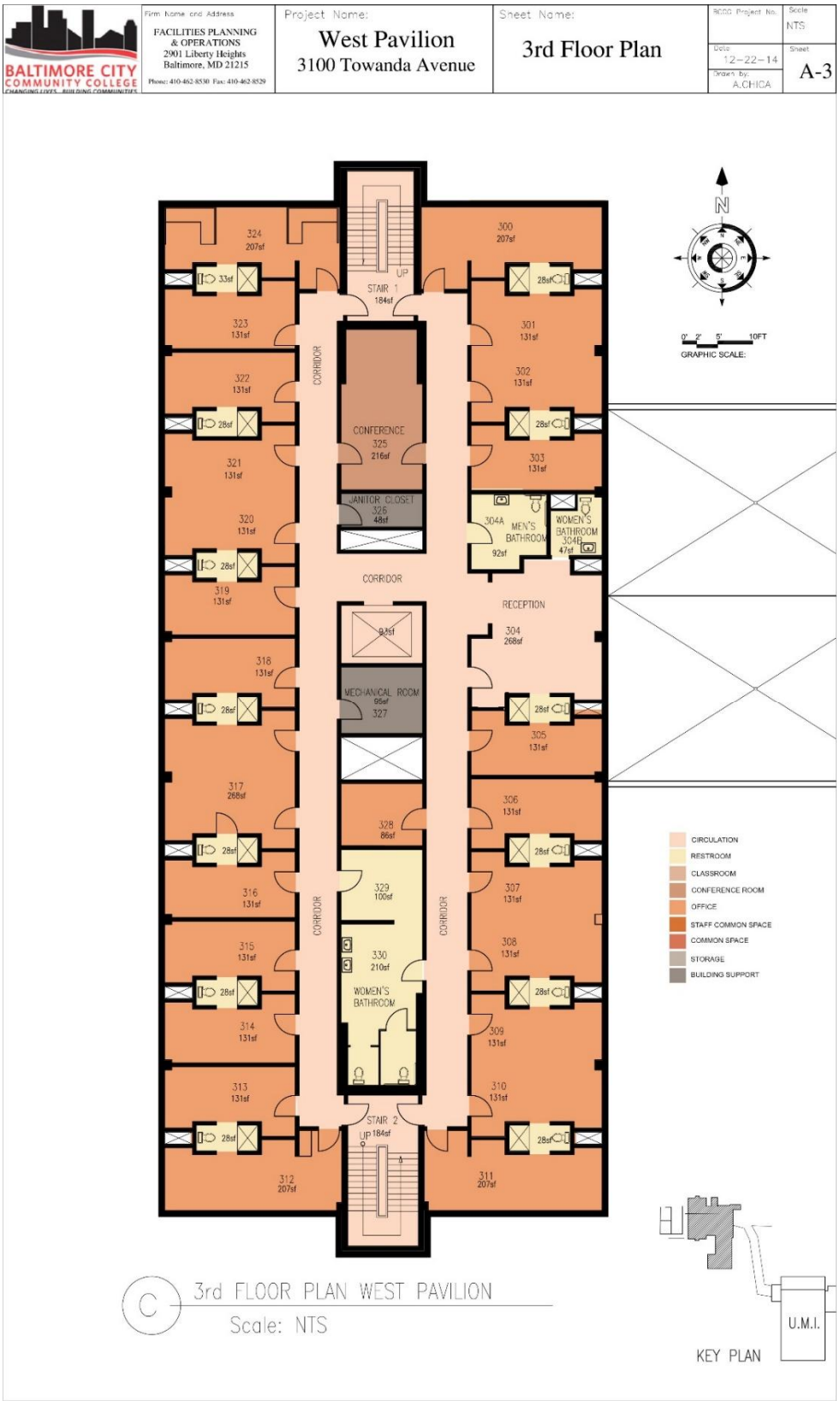

*Figure 4-67 - Fire Department Connection for sprinkler system.*

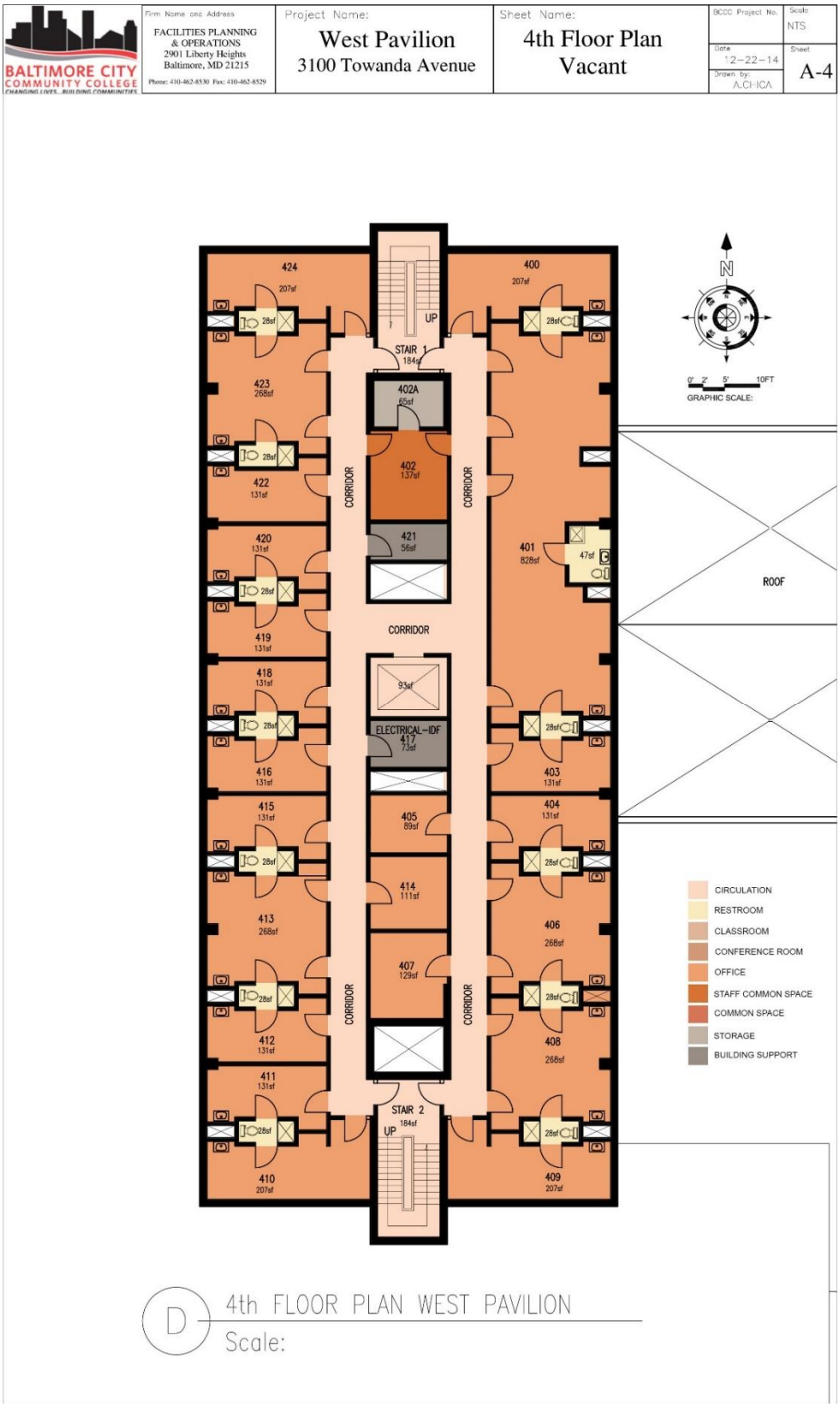

BALTIMORE CITY COMMUNITY COLLEGE
FACILITIES PLANNING & OPERATIONS
2901 Liberty Heights
Baltimore, MD 21215
Project Name:
West Pavilion
3100 Towanda Avenue
Sheet Name:
Basement-1
Mechanical Room
Scale: NTS
Date: 12-22-14
Sheet: A-B1
Drawn by: A.CHICA
N
FAN
STAIR No.4
MECHANICAL ROOM 017
AHU-6
CORRIDOR 013
COMPRESSOR
AREAWAY
MECHANICAL ROOM 017 5,895SF
MECHANICAL EQUIPMENT 018 591SF
IDF ROOM 015 377SF
STAIR No.3
CORRIDOR 014
CORRIDOR 012
PBX ROOM 016 473SF
STORAGE ROOM 013
CIRCULATION
RESTROOM
CLASSROOM
CONFERENCE ROOM
OFFICE
STAFF COMMON SPACE
COMMON SPACE
STORAGE
BUILDING SUPPORT
WALL LEGEND
WALL TO BE DEMOLISH
EXISTING WALL
NEW WALL
EXISTING FRAME ONLY
LEGEND
ABC
C02
HALATRON
U.M.I.
KEY PLAN
E
BASEMENT-1 PLAN WEST BUILDING
Scale:
Area: 10,156 SF
0' 2' 5' 10FT
GRAPHIC SCALE:


BALTIMORE CITY COMMUNITY COLLEGE
FACILITIES PLANNING & OPERATIONS
2901 Liberty Heights
Baltimore, MD 21215
Project Name:
West Pavilion
3100 Towanda Avenue
Sheet Name:
Basement-2
Mechanical Room
Scale: NTS
Date: 12-22-14
Sheet: A-B2
Drawn by: A.CHICA
N
NORTH EAST ANNEX STAIR
STORAGE 1
640 SF
STORAGE 2
B101
800 SF
STORAGE 4
240 SF
STORAGE 3
B102
380 SF
B104
B103
TOILET B103A
B108
B107
B106
B105
B110
B112
B113
B111
VAULT B109
B114
B115
B117
B119
B125
B123
B121
B127
SOUTH EAST ANNEX STAIR
B129
CIRCULATION
RESTROOM
CLASSROOM
CONFERENCE ROOM
OFFICE
STAFF COMMON SPACE
COMMON SPACE
STORAGE
BUILDING SUPPORT
WALL LEGEND
WALL TO BE DEMOLISH
EXISTING WALL
NEW WALL
EXISTING FRAME ONLY
LEGEND
ABC
C02
U.M.L.
KEY PLAN
0' 2' 5' 10FT
GRAPHIC SCALE:
F
BASEMENT-2 PLAN WEST PAVILION
Scale:
Area: 9,913F


BALTIMORE CITY COMMUNITY COLLEGE
FACILITIES PLANNING & OPERATIONS
2901 Liberty Heights
Baltimore, MD 21215
Project Name:
West Pavilion
3100 Towanda Avenue
Sheet Name:
1st Floor Plan
(Full Floor)
Scale: NTS
Date: 12-22-14
Sheet: A-1
Drawn by: A.CHICA
N
GRAPHIC SCALE
CANOPY
MAIN LOBBY
SECURITY DESK
PUBLIC SAFETY
SECURITY STORAGE
MECHANICAL ROOM
WOMEN
MEN
LOBBY
AUDITORIUM
STAGE
Ramp
PROCUREMENT DEPT.
CONFERENCE
ELEVATOR ROOM
TOILET
STAIR No.1
STAIR No.2
STAIR No.4
STAIR No.5
CIRCULATION
RESTROOM
CLASSROOM
CONFERENCE ROOM
OFFICE
STAFF COMMON SPACE
COMMON SPACE
STORAGE
BUILDING SUPPORT
A WEST PAVILION – FIRST FLOOR PLAN
Scale: NTS
AREAWAY
MAIN ELECTRICAL ROOM
EMERGENCY GENERATOR ROOM
GARAGE
STORAGE
KEY PLAN
U.M.I.


BALTIMORE CITY COMMUNITY COLLEGE
CHANGING LIVES...BUILDING COMMUNITIES
Firm Name and Address
FACILITIES PLANNING & OPERATIONS
2901 Liberty Heights
Baltimore, MD 21215
Phone: 410-462-8530 Fax: 410-462-8529
Project Name:
West Pavilion
3100 Towanda Avenue
Sheet Name:
2nd Floor Plan
BCCC Project No.
Scale
NTS
Date
12 / 22 / 14
Sheet
A-2
Drawn by:
A.CHICA
N
0' 2' 5' 10FT
GRAPHIC SCALE:
MULTI PURPOSE ROOM
203
423sf
STAIR 1
218sf
UP
202
132sf
BREAK ROOM
CONFERENCE ROOM
201
859sf
CORRIDOR
241A
85sf
JANITOR
B
20sf
A
27sf
WOMEN
64sf
MEN
75sf
217
80sf
218
80sf
219
80sf
220
80sf
221
80sf
216
223sf
18sf
222
204
683sf
CORRIDOR
STAIR 3
223sf
UP
208 B
57sf
208 A
57sf
SUITE
208
76sf
213
273sf
ELEC/IDF ROOM
241
63 sf
208 C
155sf
208 D
43sf
213A
123sf
OFFICE
205
155sf
205A
75sf
205B
41sf
24sf
227
114sf
240
56sf
239
72sf
228
114sf
229
114sf
230
114sf
231
114sf
WORKROOM
238
170sf
CORRIDOR
CORRIDOR
232
114sf
233
114sf
234
114sf
STAIR 2
218sf
UP
235
114sf
236
184sf
237
184sf
CIRCULATION
RESTROOM
CLASSROOM
CONFERENCE ROOM
OFFICE
STAFF COMMON SPACE
COMMON SPACE
STORAGE
BUILDING SUPPORT
U.M.I.
KEY PLAN
B
2nd FLOOR PLAN WEST PAVILION
Scale:


BALTIMORE CITY COMMUNITY COLLEGE
FACILITIES PLANNING & OPERATIONS
2901 Liberty Heights
Baltimore, MD 21215
Project Name:
West Pavilion
3100 Towanda Avenue
Sheet Name:
3rd Floor Plan
Scale: NTS
Date: 12-22-14
Sheet: A-3
Drawn by: A.CHICA
N
GRAPHIC SCALE:
CORRIDOR
CONFERENCE 325 216sf
JANITOR CLOSET 326 48sf
MECHANICAL ROOM 96sf 327
STAIR 1 184sf
STAIR 2 184sf
RECEPTION
304 268sf
304A MEN'S BATHROOM 92sf
304B WOMEN'S BATHROOM 47sf
328 86sf
329 100sf
330 210sf
WOMEN'S BATHROOM
CIRCULATION
RESTROOM
CLASSROOM
CONFERENCE ROOM
OFFICE
STAFF COMMON SPACE
COMMON SPACE
STORAGE
BUILDING SUPPORT
U.M.I.
KEY PLAN
C
3rd FLOOR PLAN WEST PAVILION
Scale: NTS


BALTIMORE CITY COMMUNITY COLLEGE
CHANGING LIVES...BUILDING COMMUNITIES
Firm Name and Address
FACILITIES PLANNING & OPERATIONS
2901 Liberty Heights
Baltimore, MD 21215
Phone: 410-462-8530 Fax: 410-462-8529
Project Name:
West Pavilion
3100 Towanda Avenue
Sheet Name:
4th Floor Plan
Vacant
BCCC Project No.
Scale
NTS
Date
12-22-14
Sheet
A-4
Drawn by:
A.CHICA
424
207sf
400
207sf
UP
STAIR 1
184sf
423
268sf
402A
65sf
402
137sf
422
131sf
CORRIDOR
CORRIDOR
421
56sf
420
131sf
401
828sf
47sf
ROOF
CORRIDOR
419
131sf
418
131sf
93sf
ELECTRICAL-IDF
417
73sf
416
131sf
403
131sf
415
131sf
405
89sf
404
131sf
414
111sf
413
268sf
406
268sf
407
129sf
CORRIDOR
CORRIDOR
412
131sf
408
268sf
411
131sf
STAIR 2
184sf
UP
410
207sf
409
207sf
N
0' 2' 5' 10FT
GRAPHIC SCALE:
CIRCULATION
RESTROOM
CLASSROOM
CONFERENCE ROOM
OFFICE
STAFF COMMON SPACE
COMMON SPACE
STORAGE
BUILDING SUPPORT
D
4th FLOOR PLAN WEST PAVILION
Scale:

| 4.8 South Pavilion | 2600 Liberty Avenue |
|---|---|
| Building Designation: | SP |
| Number of Floors: | 3 |
| Net Assignable Square Feet (NASF): | |
| Gross Building Area (GSF): | 38,850 sf |
| Net-to-Gross Efficiency: | |
| Year Constructed: | 1995 |
| Renovations: | Minor layout changes |
| Additions: | None |
| Contains: | Offices and instructional space, primarily for workforce education |
| General Condition: | Good |
| Adequacy of Space: | Adequate |
| Sprinkler Systems: | Fully sprinklered |
| Asbestos / Hazardous Materials: | None |

Architectural - General

The South Pavilion was built in 1995 as part of the Bon Secours campus, adjoining the former Liberty Medical Center. It was constructed as a community health center when the old Provident Hospital/Liberty Medical Center was demolished in the late 1990s. The building is in good material condition.



*Figure 4-68 – South Pavilion exterior*

The South Pavilion was constructed to commercial standards to serve as a health pavilion. It is primarily an office building in layout and function. The layout is therefore flexible and adaptable to a number of uses. However, as a commercial building, it was not specified with long-wearing exterior and interior finishes or systems, and requires a mid-life update.

The South Pavilion contains a number of separate functions, including offices and leased space for off-campus organizations. The South Pavilion represents valuable float space for academic functions in spaces that are under renovation. It is the most visible and accessible of the North Campus buildings, and possesses a large parking lot, suitable for expansion.




*Figure 4-69 – South Pavilion lobby*




*Figure 4-70 – Workforce development lobby*




*Figure 4-71 – Lobby from the second level*



*Figure 4-72 – Hospital memorial garden with the West Pavilion in the distance*

The site surrounding the South Pavilion was cleaned up after the demolition of the hospital, but a depression remains in the hillside at the old footprint, with a memorial garden in the center.

South Pavilion

Central Plant

Central heating plant consists of two cast iron-direct vented condensing boilers located on an upper floor with two constant volume duty standby pumps circulating heating water.



*Figure 4-73 – Central Pumps*

There is no central cooling plant. Each floor has a D/X air handling unit as the primary source of cooling and ventilation. Other than a few split systems there is no other source of cooling.



*Figure 4-74 - Rooftop Condensers, One Per AHU.*

Air Handling

Each floor has a single zone constant volume air handler with D/X cooling and hydronic heat. Each unit serves the entire floor and appears to respond to return air temperature to handle cooling loads. The air handling room is configured as a plenum to mix return air and ventilation air. The relief air appears to be barometric going through a duct on the roof. Ventilation air is also ducted to each mechanical room from the roof.

Terminal Units
The only terminal units observed were hydronic perimeter heating units. Each space had a thermostat but it is assumed that the only space temperature control is for the perimeter heat.

Controls
All observed controls are pneumatic. There did not appear to be any sign of centralized control.

Condition
The boilers and pumps appear to be in excellent condition. Everything in the boiler room appears to be installed recently and the condensing boilers are capable of much higher efficiency than any other boilers observed on campus. The main air handler units did not appear well maintained as filters are missing on some of the units, however, neither the AHU nor the rooftop condensers are in really bad condition. The configuration was not good because it did not allow space control of cooling. The system could be fitted with bypass terminal units to provide some control of cooling and with a makeup air unit very easily. If the budget allows, the air conditioning system should be replaced as bypass VAV is not even a baseline system for energy models.

South Pavilion

Plumbing / Fire Protection System
The conditions for the existing Plumbing / Fire Protection System focus on below items.

Domestic Water Service
Domestic water service is from city main on the street. 1 1/2-inch water service enters first floor Meter Room with backflow preventer and utility meter.

Domestic Hot Water System
Domestic hot water is generated by an electric water heater with a storage tank on the first floor.

Natural Gas System
Gas is supplied to mechanical room to serve HVAC equipment.

Plumbing Fixtures
The observed plumbing fixtures are in fair condition. Electric water cooler is not provided.

Fire Suppression System
The building is served by a wet-pipe sprinkler system.


1st Floor Plan
South Pavilion
2600 Liberty Heights Avenue
A-1
KEY PLAN
CIRCULATION
RESTROOM
CLASSROOM
CONFERENCE ROOM
OFFICE
STAFF COMMON SPACE
COMMON SPACE
STORAGE
BUILDING SUPPORT
FACILITIES PLANNING
& OPERATIONS
2901 Liberty Heights
Baltimore, MD 21215
BALTIMORE CITY
COMMUNITY COLLEGE


2nd Floor Plan
South Pavilion
2600 Liberty Heights Avenue
A-2
KEY PLAN
CIRCULATION
RESTROOM
CLASSROOM
CONFERENCE ROOM
OFFICE
STAFF COMMON SPACE
COMMON SPACE
STORAGE
BUILDING SUPPORT
ROOF
BRIDGE
OPEN BELOW
FACILITIES 218 325sf
ELECTRICAL 216 100sf
WORKSTATIONS 208 258 sf
OFFICE 214 278sf
OFFICE 215 70 sf
CLASSROOM 207 190 sf
CLASSROOM 206 161 sf
CLASSROOM 202 161 sf
OFFICE 201C 100 sf
OFFICE 201B 100 sf
CONFERENCE 201A 206 sf
OFFICE 201 168 sf
LOUNGE 245 307 sf
MECH/ELEC 244 210 sf
LOBBY 256 385 sf
WORKSTATIONS 222 1,055sf
WORKSTATIONS 227 636sf
OFFICE 230 302sf
COMMUNITY CENTER 243 325 sf
FACILITIES PLANNING & OPERATIONS
2901 Liberty Heights
Baltimore, MD 21215
BALTIMORE CITY COMMUNITY COLLEGE


3rd Floor Plan
South Pavilion
2600 Liberty Heights Avenue
A-3
NTS
12-22-14
A.C-HICA
FACILITIES PLANNING & OPERATIONS
2901 Liberty Heights
Baltimore, MD 21215
BALTIMORE CITY COMMUNITY COLLEGE
KEY PLAN
GRAPHIC SCALE:
CIRCULATION
RESTROOM
CLASSROOM
CONFERENCE ROOM
OFFICE
STAFF COMMON SPACE
COMMON SPACE
STORAGE
BUILDING SUPPORT
ROOF
BOILER ROOM 338 361sf
KITCHEN 326 351sf
OFFICE 327 145sf
OFFICE 328 180sf
OFFICE 319 105sf
STORAGE 325 70 sf
TOILET 324
CLASSROOM 312 545sf
MEN 322 110 sf
JAN 320 37 sf
WOMEN 321 110 sf
YEAR UP 335 582sf
OFFICE 329 227sf
OFFICE 331 105 sf
OFFICE 332 105 sf
CONFERENCE ROOM 315 345 sf
LOBBY 345 417 sf
CLASSROOM 313 345 sf
CLASSROOM 311 345 sf
ELEC #1
ELEC #2
ELECT 343 51 sf
IT 346 51 sf
GYM 342 191 sf
WOMEN 333 111 sf
MEN 334 98 sf
STORAGE 335 72 sf
CLASSROOM 309 345 sf
MECH/ELEC 341 212 sf
STAIR #1
OFFICE 304 100 sf
ROOM 305 28 sf
TOILET 306
ROOM 307 35 sf
OFFICE 303 100 sf
HALL 300 223 sf
LOUNGE 339 307 sf
MULTIPURPOSE ROOM 340 1,295 sf
OFFICE 302 137 sf
WORKSTATION 301 130 sf

| 4.9 North Pavilion | 3101 Towanda Avenue |
|---|---|
| Building Designation: | NP |
| Number of Floors: | 2 |
| Net Assignable Square Feet (NASF): | |
| Gross Building Area (GSF): | 24,906 sf |
| Net-to-Gross Efficiency: | |
| Year Constructed: | 1996 |
| Renovations: | None |
| Additions: | None |
| Contains: | Unused, contains office and assembly space |
| General Condition: | Poor |
| Adequacy of Space: | |
| Sprinkler Systems: | Fully sprinklered |
| Asbestos / Hazardous Materials: | None, mold present |



*Figure 4-75 – North Pavilion exterior*

Architectural – General

The North Pavilion was built in the late 1990s as part of the former Provident Hospital medical campus, as a community mental health center. It was later used as a drug treatment center, and is currently unused. It has experienced environmental control problem and flooding, and mold is a continuing problem. Finishes are damaged and many ceilings have fallen out.

The building is highly specialized for its original use, and is not easily or efficiently adaptable to a new use. Construction standards are those of the 1990s, so the building envelope is substantially less efficient than current practice. Retrofit would be complex given the high ratio of envelope to floor area and the complex floor plan and elevations.



*Figure 4-76 – Building entrance*

The building is not presently accessible to the handicapped – the main entrance is a long, uninterrupted ramp sloping from the street to the door, and will require substantial modification to become accessible. With the tight internal arrangement and number of bearing walls, modification to current ADA standards would be complex.



*Figure 4-77 – Interior damage*

The building is at the farthest corner of the North Campus, abutting residential areas and a wooded lot owned by the college. It is difficult to secure and has been an object of attention from homeless people. It is distant from both the West and South Pavilions and lacks any kind of perimeter fence or site access control.

The roof has failed and requires complete replacement and possibly substantial decking repair. The built-up roof is mossy and eroded. Rooftop HVAC units are long overdue for replacement and are physically deteriorating and only partly functional.



*Figure 4-78 – The small half-court activity space*



*Figure 4-79 – Roof and courtyard*

Nearby areas of the North Campus are recommended for parking. If a comprehensive parking plan is developed, the land occupied by the North Pavilion and the adjoining lot could be used as satellite parking.




*Figure 4-80 – View of the South Pavilion from the North Pavilion*

Because of its isolated location, specialized design and antiquated systems, the North Pavilion is recommended for demolition.

North Pavilion

North pavilion - Mechanical
HVAC
All heating, cooling and ventilation is provided by three rooftop units located on top of the building. The rooftop units are gas fired and accomplish all ventilation, heating and cooling. The bathrooms have dedicated exhaust fans. The corridors and vestibules have electric heaters. There are no individual thermostats. The spaces served by the rooftop units are not capable of individual room control. It is assumed the entire zone is controlled by a single thermostat.



*Figure 4-81 - Rooftop Unit and Exhaust Fan*



*Figure 4-82 - Rooftop Units*

Condition
The condition of the existing system is poor. No date was found on the equipment label. The units are very old and the lack of individual room control would make them undesirable if the current room configuration was going to be maintained. The general decrepit condition of the building would indicate that a large renovation would be required to make it useable. It would be recommended to completely replace the mechanical system if the building was to be renovated.

Plumbing / Fire Protection Systems
The conditions for the existing Plumbing / Fire Protection System focus on below items.

Domestic Water and Fire Service
This building was a community mental health center and is not currently being used. Both Domestic water service and fire service enter the mechanical room to serve the building.

Plumbing Fixtures
This building is almost abandoned. All the plumbing fixtures shall be demolished.

Fire Suppression System
The building is fully served by a wet-pipe sprinkler system. The sprinkler system is fed by a 4-inch fire service with sprinkler control valve and flow switch to serve this two-story building as one sprinkler zone.
North Pavilion Electrical

Scope of Work
According to the instructions we received at the beginning of the study, North Pavilion was not part of our scope. Based on a new request, we included the assessment of this building into the report. The existing conditions assessment provided here is based on the existing drawing and pictures from the building. It's necessary to mention that because of COVID-19 Pandemic, it was not possible to perform the necessary survey in the building.

Codes and Standards
- 2014 International Building Code
- 2014 International Energy Conservation Code (IECC)
- 2014 NFPA 70, National Electrical Code (NEC)
- ANSI/ASME Elevators and Escalators Safety Code A17.1
- National Electrical Manufacturers Association (NEMA)
- Illuminating Engineering Society of North America (IESNA)
- State and County Codes & regulations
- Requirements specified in the county ED specification

## Existing Conditions Assessment

### Existing Electrical Service

Existing service for the building is 208Y/120V, 3PH, 4w. Power for this building is provided from another nearby building. The main service feeder is connected to the main distribution panel (MDP) in the electrical room at the basement. Other panels, equipment/loads either connected directed to MDP directly or to a wire-through fed from MDP.

### Existing Power Distribution System

### Main Power Distribution Panel

Main distribution panel (MDP) is 208Y/120V, 3PH installed in electrical room of the building. Based on our survey, the existing MDP is in fair condition.

### Branch Panelboards

Branch Panelboards are located in electrical room of the building. These panels feed all equipment/loads in the building.

All existing panels are usable, and their conditions seem fair.

### Wires & Conduits

Although, wires & conduits are embedded in the walls, the installation date is the same as when the panels were installed. We recommend conductivity and insulation tests to be performed for all wires

### Existing Interior Lighting System

### Light Fixtures

Existing Lighting Fixtures – Almost all existing light fixtures in the building are ceiling fixtures with T8 fluorescent lamps. They are in poor condition and efficiency. We recommend fixtures with higher energy efficiency with LED light source to be provided.

### Existing Lighting Conditions

### Exterior

Wall-mounted Flood light & wall packs with metal halide light sources. All existing exterior fixtures are in poor condition. It is recommended that all light fixtures be replaced with high efficiency/performance fixtures with LED light sources.

### Lighting Controls

To control lighting in all location wall mounted toggle switches are used. We recommend in each location wall mounted dual technology occupancy sensor switches or ceiling mounted occupancy sensors with power pack and wall switches to be provided. These devices will be very efficient in energy savings and high performance of the lighting system in the building.

Existing Receptacles

Existing power receptacles are combination of recessed and surface mounted receptacles in various areas of the building. Recessed type receptacles are located mainly in different spaces in the floor. Surface mounted receptacles were found in the basement in utility spaces such as electrical room, mechanical/plumbing spaces.

We recommend quantity and location of existing receptacles in all spaces to be evaluated and additional devices to be added as required. Existing wiring and branch circuit related to receptacles verified and modified/extended as needed and all wiring to be tested for insulation and conductivity.

Existing Fire Alarm System

Fire Alarm Control Panel

Existing Fire Alarm Control panel (FACP) by Simplex & related power supply/battery back-up are located inside electrical room. The existing FACP and related components seem to be in fair condition. However, we recommend this system be cleaned and tested for required performance.

Fire Alarm Initiation & Notification Devices

Initiation devices & notification appliances are provided throughout the building. These devices are from Simplex and appear to be in fair condition.

Existing Tel/Data System

Incoming Tel/Data Services

Existing Tel/Data incoming services/cables are connected to several terminals located on the plywood board on the wall inside electrical room. The condition of wiring/cabling and also terminal blocks are poor. Appropriate wiring/cabling management require to arrange wires/cables properly.

Tel/Data Rack

A vertical data rack installed inside electrical room near the FACP. The existing data rack holds all data related equipment and devices. Fig 6 above shows the existing vertical rack and its position inside the building electrical room. We recommend the entire Tel/Data system including equipment, components, outlet devices and wiring/cabling to be tested and repaired as needed.

Sustainability and Code Compliance
All DGS projects must comply with the *State of Maryland Department of General Services Procedure Manual for Professional Services 2019*.

Smart Growth and Neighborhood Conservation – Smart Growth Areas: All land use shall comply with the principles and practices outlined in Smart Growth legislation identified as Acts of 1997, Chapter 759, Article - State Finance and Procurement, Section 5-7B-01 through Section 5-7B-10, subtitled *Priority Funding Areas*.

Green Building Program: All facilities shall comply with Chapter 124, Acts of the General Assembly of the Maryland Green Building Council:
*State Finance & Procurement Article 4-809*
Maryland High Performance Building Act:
*State Finance & Procurement Article 3-602.1*
2012 International Green Construction Code (IgCC):
*Maryland Green Building Council Supplement (November 2014)*
Maryland Green Building Requirements High Performance Green Building Program (October 2017)

Building Codes

Building Code
*International Building Code- 2018*
*International Existing Building Code - 2018*

Fire Code
National Fire Protection Association (NFPA) –
101*(Life Safety Code) - 2018*
*NFPA -1 (Fire Code) - 2018*
*NFPA -13 (Sprinkler Code) - 2019*

Mechanical Code
*International Mechanical Code (IMC) - 2018*

Plumbing Code
*National Standard Plumbing Code - 2018*

Electric Code
*National Electrical Code, or NFPA 70 (NEC) - 2020*

Energy Standard
*ASHRAE 90.1 (Latest Edition)*

Elevator and Escalator Safety Code
*ANSI/ASME A17.1 2019*

Accessibility Code

*Maryland Accessibility Code (COMAR 05.02.02 & 2010 ADA Standards)*

Energy Conservation Code

*International Energy Conservation Code – 2018 (IECC)*

Building plumbing systems also must comply with the requirements of COMAR Title 09, Department of Licensing and Regulation, Subtitle 20, Board of Commissioners of Practical Plumbing (the State Plumbing Code).

Heating Systems utilizing boiler supplied hot water must comply with the requirements of COMAR Title 09, Subtitle 12 Division of Labor and Industry, 35 Chapter 01 Board of Boiler Rules (the State Boiler Code).

Boiler & Pressure Vessel

Safety Act & Regulations (Article 48, Section 167-180A, Annotated Code of MD.)

Compliance with all 36 regulations and requirements of local and service district utility companies (electric, water, sewerage) where work is to be located is required

Flood Plain: Management Regulations & Permits, Maryland State Department of Natural Resources (COMAR 26.17.04).

Food Preparation: Maryland State Department of Health Regulations for Eating and Drinking Establishments (COMAR 10.15). This applies whenever food preparation or serving areas are included in the project. These regulations are interpreted by the Maryland Department of Health & Mental Hygiene

Forest Conservation: Maryland State Department of Natural Resources regulations for development of Forest Stand Delineation and Forest Conservation Plan in accordance with Forest Conservation Act (COMAR 08.19.04).

Handicapped Accessibility: Regulations Governing Construction of Facilities for the Handicapped by the State of Maryland (COMAR 05.02.02), the Fair Housing Amendments Act (1988) and the Americans with Disabilities Act (1990) or other Federal regulations, where applicable, will supersede COMAR requirements (See Note 1 under "Enforcing Agencies", below). The Maryland Accessibility Code (COMAR 05.02.02) with the adoption of ADAAG 1994 shall apply.

Hazardous Waste: Maryland State Department of the Environment for disposal of controlled hazardous substances. These regulations establish standards for generators of hazardous waste (COMAR 26.13.03)

Highways: Regulations of the Maryland Department of Transportation, State Highway Administration, for any construction affecting a State highway route or right-of-way. Comply with the requirements of local departments of transportation for alterations within their rights of way.

Historic Lands and Structures: In accordance with Article 83B paragraphs 5-617 and 5-618 of the Annotated Code of Maryland, the Maryland Historical Trust must review capital projects affecting historic properties. These regulations can be obtained from the Maryland State Department of Housing and Community Development

Diaper Changing Stations: Pursuant to Senate Bill 330 (signed, Chapter 523), A diaper changing facility shall be provided in at least one men's restroom and one women's rest room (if the restrooms in the building are divided by gender) in each public facility constructed after October 1, 2019, and in existing buildings substantially renovated ($30,000 & up) on or after October 1, 2019. Changing stations shall be the wall-mounted, horizontal, foldaway type, able to support 200 lb. with minimal deflection, and with a minimum size of 35"x22," with antimicrobial finish on bed surface, and shall include child safety straps and two (2) bag hooks; universal graphic, and multi-lingual safety warnings. Changing station shall be constructed of a minimum of 16% recycled materials, ASTM compliant, LEED certified, and meeting or exceeding ADA requirements.

Lactation Rooms: Per Section 4207 of the ACA, amending the Section 7 of the Fair Labor Standards Act (FLSA), employers are required to provide employees a private space (minimum dimensions 4' x 5'), that is free from intrusion and shielded from view but accessible, to express breast milk at intervals throughout the workday. Lactation rooms shall not be in or accessed through bathrooms, locker rooms or similar facilities, but should be distinct rooms designed for their intended purpose. Lactation rooms may be located near lobbies or main corridors, in proximity to breakrooms, bathrooms and other core building functions. Lactation rooms should be easy to find and identified as part of the facility's signage system. Each room shall be equipped with a lockable door (accessible by emergency personnel), table(s) or counter, comfortable ergonomic chair(s) with adjustable armrest, footstool, trash can, paper towels, sanitizer for spills, adequate lighting, two electrical outlets, a mirror, and a clock or clock/radio. A sink with hot and cold water is required to be nearby, but is highly preferred to be within the actual lactation room.

Hospitals and Infirmaries: Maryland State Department of Health regulations for hospitals, care and treatment facilities as appropriate (COMAR 10.07). These regulations will be obtained from the Maryland State Department of Health.

Lead Exposure: Maryland Department of Occupational Safety and Health Standards for Occupational exposure to lead in construction work. These regulations apply to occupational exposure to lead in every employee in construction work (COMAR 09.12.32).

Mechanical, Gas, Electrical and Energy
(See Building Codes)

Plumbing Code
(See Building Codes)

Sediment and Erosion Control and Stormwater
Regulations of the Maryland State Department of the Environment (MDE), Sediment & Stormwater Administration, 1800 Washington Boulevard, Baltimore, Maryland 21230 (MDE Article Sections 4-101 through 4-116 Annotated Code of MD. and COMAR 26.17.01 and 26.17.02) (See Note 5 under "Enforcing Agencies", below).

a. Chesapeake Bay Critical Area Criteria (COMAR 27)
b. Non- tidal Wetlands (COMAR 26.23)
c. Wetlands (COMAR 26.24)

Safety Glazing: applies to fixed glass panels immediately adjacent to exit/entrance doors and specific hazardous locations (COMAR 05.02.06).

Water and Wastewater Treatment: Maryland State Department of the Environment Regulations for Construction of all Water and Wastewater Treatment Plants and for all connections exceeding four hundred feet (COMAR 26).

Water Appropriation: When the project requires the withdrawal of either ground water or surface water, the A/E shall be responsible for complying with all permitting requirements and shall comply with COMAR 26.17.06, “Water Appropriation or Use”.

Water Distribution, Waster Collection, On-site Water Supply and On-site Wastewater, Disposal: Health Department of Local Jurisdiction.

Water Resources: Other water resources, rules and regulations of procedure as issued by the Maryland State Department of the Environment (COMAR 26.08).

# Baltimore City Community College
# Facilities Master Plan
# Liberty Heights Campus

Exhibit 10.1

Maryland Department of General Services
Project Number: CC-000-190-003

# Chapter 5

## Site, infrastructure and Campus Development

# Chapter 5

## 5.1 Site

The Baltimore City Community College Liberty Heights campus is located on a prominent hill in northwest Baltimore, with a view of the central city to the east. The college shares the hilltop with Baltimore City parks and the city waterworks. It is bounded to the south and west by a CSX rail line, by Liberty Heights Avenue to the north, and a residential neighborhood to the east. On all sides but the main campus entrance at Liberty Heights Avenue and Druid Park Avenue, the campus is surrounded by steep embankments, isolating the campus from its surroundings.

The campus's sole vehicular access is at the intersection of Liberty Heights Avenue and Druid Park Avenue. A small stairway behind the physical education facility leads to Liberty Heights Avenue, and is the only other means of access.

Liberty Heights Avenue is a broad boulevard, cut into the hillside where it passes the campus. The Baltimore City Waterworks is directly across the street from the campus. The Baltimore Metro is tunneled under the avenue at this location, limiting options for structures connecting the main campus to the north campus.

The north campus property is offset to the east from the main campus, with little exposure directly opposite the main campus. It occupies the east side of the waterworks hill, with a substantial slope from west to east. The north campus was the site of the former Provident Hospital, built in 1965 at the same time as the college, and closed in 1995. The North and South Pavilions were built to accommodate the hospital's community health programs before the hospital closed. The West Pavilion comprises the remainder of the original hospital, whose clinical component was demolished in the late 1990s, leaving a large depression in the hillside. The West Pavilion housed the hospital's physical plant, which still exists, occupying a large and unusable area of the building, and the former nurse's dormitory, which has been partially renovated for administrative space.

The isolation of the north campus leaves the area poorly suited for uses that interact with the main campus. Any substantial re-use of the land would require a major investment in a substantial project that could function on its own. Its present best use is for parking, to allow space presently devoted to parking on the main campus to be used for academic programs, and to reduce the college's dependence on leased parking at the Palladium. A shuttle system would be required to assure access to the main campus and safety.

Earlier studies proposed a bridge spanning Liberty Heights Avenue at an angle between the northeast corner of the main campus and the southwest corner of the north campus. Because no structures can be placed on the Metro tunnel, such a bridge must span the entire width of Liberty Heights Avenue, its median and the sidewalks, with a skew. A clear span of at least 120 feet would be required, leading to

significant costs. Conceptual pricing for such a structure yielded a potential $12 million budget for a pedestrian bridge. Since capital funding is needed for academic buildings, a bridge was rejected as a priority for funding.

Figure 5-1 – Existing Campus Buildings

Exhibit 10.1

BALTIMORE CITY COMMUNITY COLLEGE
LIBERTY HEIGHTS CAMPUS
2901 LIBERTY HEIGHTS AVE. BALTIMORE, MD
LEARNING COMMONS
FACILITIES MASTER PLAN
NOELKER AND HULL ARCHITECTS



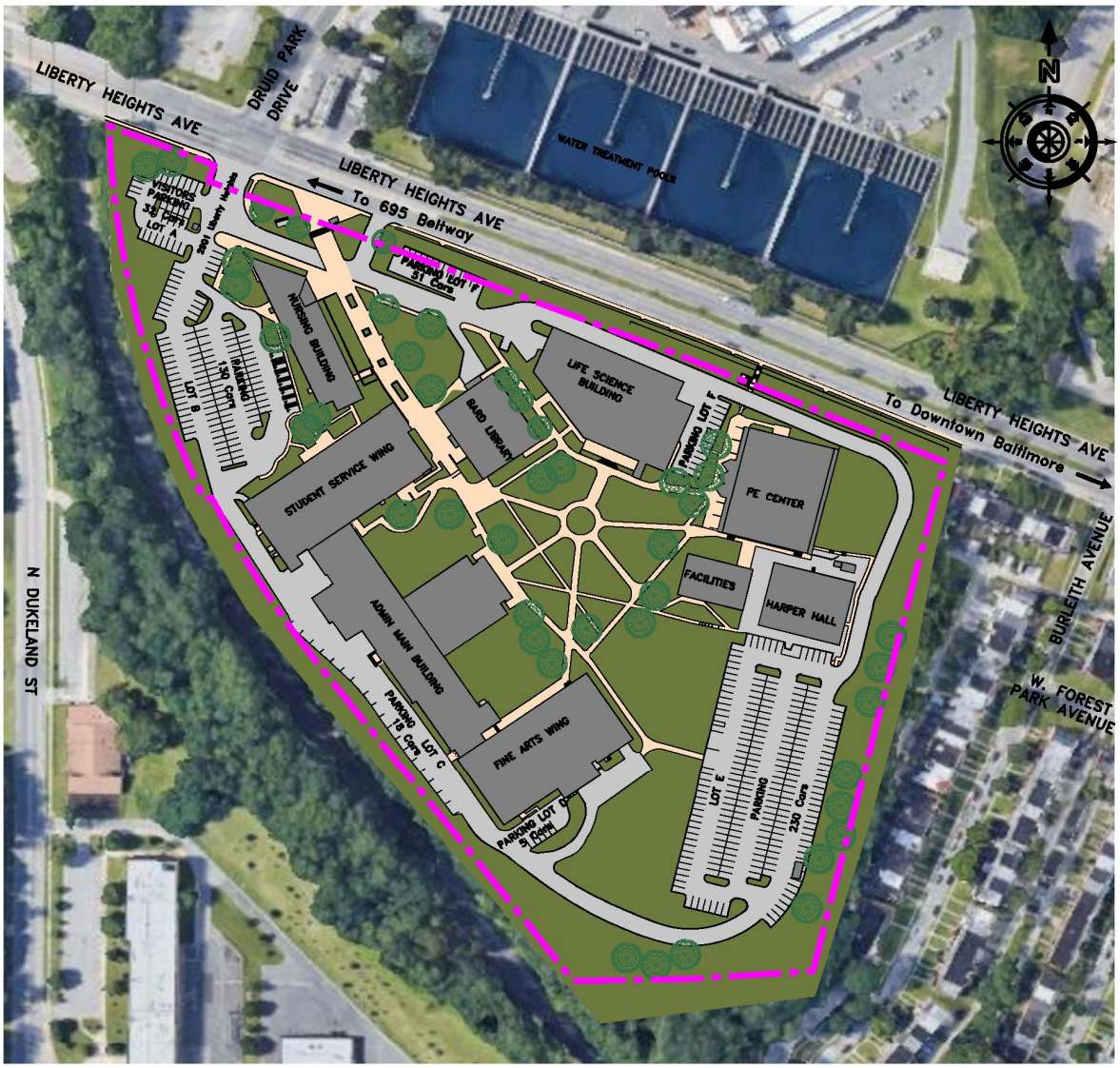

EXISTING PLAN

LEGEND:
EXISTING
RENOVATED
NEW

BALTIMORE CITY COMMUNITY COLLEGE
CHANGING LIVES...BUILDING COMMUNITIES

NOELKER AND HULL ASSOCIATES, INC.
ARCHITECTS

Figure 5-2 – Campus Boundaries



## Campus Access

The Liberty Height campus is served by public transportation. There is a bus stop for the LM, 22 and 38 bus routes at the campus entrance, which connects to the Mondawmin heavy rail transit station, as well as other bus routes. The Mondawmin station is about 2000 feet from the main entrance along Liberty Heights Avenue. Given the distance and the campus location at the top of a hill, walking is not an attractive option for campus visitors arriving at Mondawmin. The West Cold Spring rail station is about 3500 feet to the northeast, and lacks bus connections and a walkable path to Liberty Heights.

The LM Citylink bus service runs frequent service from Randallstown down Liberty Heights Avenue to Mondawmin, with reduced service eastward to Harbor East, bypassing downtown to the north. The LM terminates several blocks to the east of the BCCC downtown program areas.

The 38 bus line runs from the Edmondston Village area in west Baltimore to Poly High School in north Baltimore. The 22 bus runs from Mondawmin across the north side of the city, past Johns Hopkins University, City College High School, Catholic High School and over to the east side of the city, ending at the Johns Hopkins Bayview medical campus. There is no direct mass transit connection to nearby Coppin State University.

From the Mondawmin station, the downtown program areas may be reached by Metro to the Shot Tower Station, which is within four blocks of the downtown property.

## Campus Analysis

The main campus occupies a relatively isolated site, with steep embankments and property restrictions on nearly all sides. The main campus is accessible only at the intersection of Liberty Heights Avenue and Druid Park Avenue.

The main Liberty Heights campus is located at the crest of the Liberty Heights hill in northwest Baltimore, at 2901 Liberty Heights Avenue, to the south of the street. The college's environs are a mixture of low and medium density residential districts, parks and commercial areas.

Immediately to the west of the campus is Hanlon Park, which is presently undergoing renovation, and three Baltimore City schools. The Ashburton neighborhood to the northwest is primarily a single-family residential district. To the north, sharing Liberty Heights, are Baltimore City waterworks facilities and a light industrial zone. Less than a mile to the east are Druid Hill Park and Mondawmin Mall. About 2500 feet to the southeast, across Gwynns Falls Parkway, is Coppin State University. No direct route connects Coppin with BCCC.

The prominent hilltop location allows for impressive views of downtown Baltimore.

Site Analysis – Campus Development

The main pedestrian circulation axis is aimed directly at the city skyline. Careful attention to emphasis in the development of the axis, judicious planting and removal, and appropriate siting of new buildings at the east end of campus will reinforce the alignment. The present use of the southeast corner of the site for parking is a less than optimal use of valuable real estate and diminishes the impact of the downtown alignment.

The campus is near public parks and about ½ mile from Mondawmin Mall. There is little retail development in the immediate area. Surrounding areas are largely residential, parkland, or waterworks. The North campus property is underutilized and surrounded by residential neighborhoods.

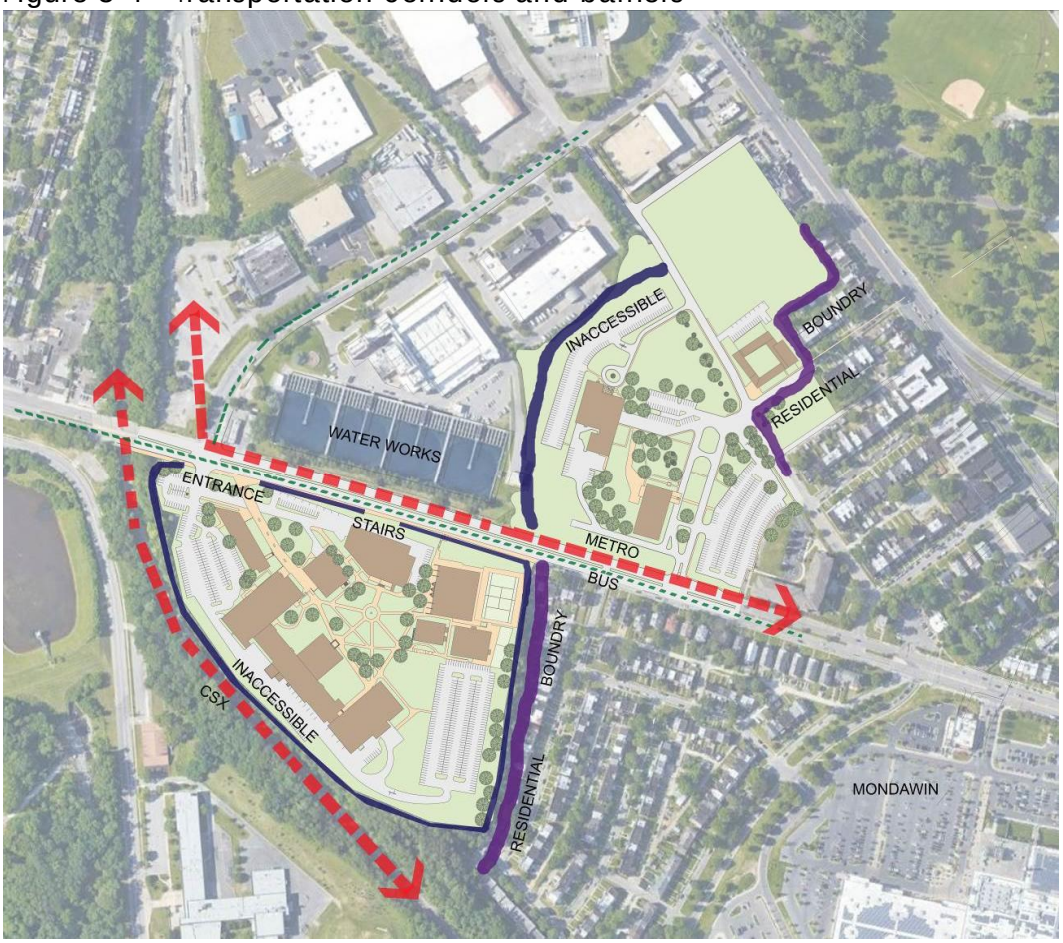
Figure 5-3 - Campus Site Sketch




The hilltop campus is bordered by steep embankments. The elevated site provides good potential views of downtown Baltimore.

Site Analysis – Transportation

Figure 5-4 – Transportation corridors and barriers




Main Campus Engineering Narrative

The Baltimore City Community College Campus is located in Baltimore City, Maryland; specifically, Northwest of the City Center and Southwest of Druid Hill Park in the Burleith-Leighton Neighborhood of Baltimore City. The campus is immediately bounded by Liberty Heights Avenue to the North, the CSX Rail Line to the West and South and Residential to the East. The site occupies approximately 18.68 acres of land. There are a number of existing and planned conditions which will influence the development of this master plan.

In addition, Baltimore City Community College has acquired the parcel off of the northwest corner of the Liberty Campus, the former Bon Secours Liberty Village Campus. Located across Liberty Heights Avenue from the main campus, the Bon Secours property provides an exciting and important new opportunity for the master planning efforts of the College. An additional narrative examining this parcel has been included in a later section of this report. Note that the analysis below assumes that all of the Loop Road Improvements project has been constructed.

Parking Resources

On the main Liberty Campus, Baltimore City Community College has 6 parking lots that vary in size with a current counted total of 466 usable spaces, of which 32 are handicap parking. Overall parking is at a premium on site and presents conflicts with pedestrian and vehicular circulation.

As expansion or improvements to existing parking are made, orientation and landscaping of the parking lots should be considered. Correcting issues with the orientation of the parking aisles and landscaping can help to minimize potential conflicts between cars and pedestrians. In addition, the introduction of landscaping to the parking lots can serve to both reduce the heat island effect of the impervious asphalt and the landscaped islands and medians can serve as part of the campus storm water management system and lessen dependence on a single detention/retention pond or underground storm water systems.

As expansion of the campus is considered, it will be important to include in the discussions the transfer of existing surface parking to structure or under building parking facilities as a means of expanding the campus capacity. As laid out, the current site is seemingly utilizing all space available for the purpose of parking.

428 spaces are available on the North Campus. However, access to the main campus is not optimal in the absence of a traffic-free street crossing. Leased space at the Palladium lot directly across the street from the main entrance is the most-used parking strategy for students. There are 240 spaces at the Palladium lot.

Exhibit 10.1

Table 5-1 - Main campus parking

| Parking Lots | Lot Locations | Student Only | Students & Faculty | F & Staff | HC Only | Visitor Only | Main Campus Totals |
|---|---|---|---|---|---|---|---|
| Lot A | Entrance/Guard Booth | | | | | 32 | 32 |
| Lot B | Nursing/MNB | 116 | | | 14 | | 130 |
| Lot C | West (behind) MNB | 9 | | 9 | | | 18 |
| Lot D | South Fine Arts | | | 5 | | | 5 |
| Lot E | South of MNB/Harper Hall | | | 212 | 18 | | 230 |
| Lot F | West of and under LSB | | 51 | | | | 51 |
| Totals | Main Campus | 125 | 51 | 226 | 32 | 32 | 466 |

Source: Baltimore City Community College Facilities Planning and Operations

The totals shown above are those anticipated at the completion of the loop road project.

Table 5-2 - North campus parking

| Parking Lots | Lot Locations | Students Only | Students & Faculty | Faculty & Staff | HC Only | Visitor Only | Main Campus Totals |
|---|---|---|---|---|---|---|---|
| Lot G | East of South Pavilion | 212 | | | 8 | | 220 |
| Lot H | East of West Pavilion | 45 | | | | | 45 |
| Lot K | West of West Pavilion | 125 | | | 5 | | 130 |
| Lot | North Pavilion | 23 | | | | | 23 |
| Svc lot | South of West Pavilion | | | 10 | | | 10 |
| Totals | North Campus | 405 | 0 | 10 | 13 | 0 | 428 |

Source: Baltimore City Community College Facilities Planning and Operations

| Parking Lots | Students Only | Students & Faculty | Faculty & Staff | Handicapped Only | Visitors Only | Campus Totals |
|---|---|---|---|---|---|---|
| Totals | 533 | 51 | 233 | 45 | 32 | 894 |

Source: Baltimore City Community College Facilities Planning and Operations

The Palladium lot provides an additional 240 spaces for student use.

## 5.2 Site Infrastructure – Liberty Height Campus

A visual review and cursory assessment of the BCCC Liberty Campus site infrastructure was completed during the fall of 2019 by Matthew Ernest, P.E. and Matthew Taylor, P.E. Several campus visits were made during which we observed existing conditions and reviewed previously identified problem areas. We also researched utilities with Baltimore City Department of Public Works ("DPW") and private suppliers such as BGE, Comcast and Verizon.

The Liberty Heights campus is zoned for C-2, Educational Campus Zoning.

The campus is shaped like a triangle with the railroad right-of-way comprising the two sides, and Liberty Heights Avenue representing the hypotenuse. The campus exists at Baltimore City designated Ward 15, Section 19, Block 3262, Lot 1. According to the City Block Plat, the total area of the Lot 1 represents 18.667-acres. This area agrees with the Maryland Department of Assessments and Taxation record. The topography of the academic core area is a plateau, which slopes downward to Liberty Heights Avenue, to the surrounding residential neighborhood and to the railroad right-of-way property. Steep slopes of 10 to 30 feet drop in elevation exist on all sides of the property.

Overall, the condition of the visual portions of the site infrastructure on the Liberty Campus was found to be in fair to good condition. While specific areas of deferred maintenance existed, such as settled sections of sidewalk and areas of failed pavement, we observed the campus to be well maintained with planning efforts instituted to maintain the campus' condition. A list of individual recommendations for repairs or upgrades to site infrastructure appear later in this chapter.

### Sanitary Sewer

The campus discharges sanitary sewage through one 8" main that leaves the campus in a western direction, goes underneath the railroad right-of-way, and then discharges flow into the Lower Gywnns Run Interceptor. The LGR Interceptor was upgraded in 2006/2007 from a 24" to a 30" sanitary main that runs down North Dukeland Street. According to Mr. Wazir Qadri of Baltimore City DPW Utility Engineering, Baltimore City must review and approve all increases of sanitary flow into the 30" main. The LGR interceptor should have sufficient reserves because of the recent upgrade project; however construction of a major BCCC facility may require an upgrade to the existing campus discharge line from 8" to 12". See enclosed exhibits for on-site sanitary locations. No available information is known for the sanitary connections to Bard Library and the Life Science Building.

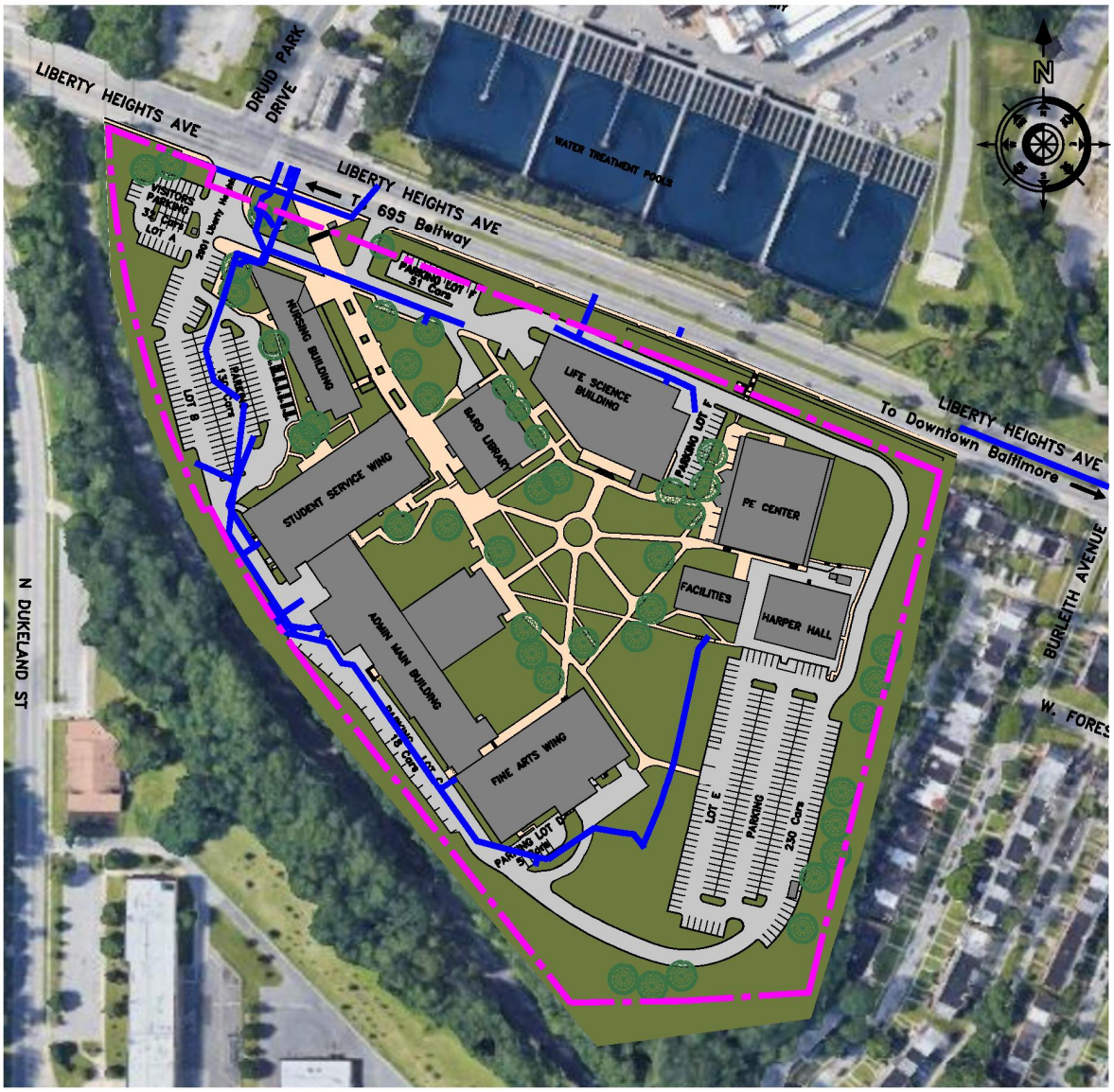
Figure 5-5 - Liberty Main Campus Sewer Lines



Water System

Baltimore City records indicate that a 20" water main on Liberty Heights supplies water service to the campus through two water meters. An 8" water and fire service originates at the existing water meter near the Liberty Heights and Druid Park intersection. This water and fire service serves the entire campus except for the Life Sciences Building. A second water meter exists along Liberty Heights and supplies the Life Sciences Building with a 6" water service line. The 20" main along Liberty Heights is supplied with water from the Lake Ashburton Pumping Station several hundred yards away, and as such, should always contain a high-level of flow and pressure. See enclosed exhibits for on-site water locations. No available information is known for the water connections to Bard Library, PE Center, and Harper Hall.

Figure 5-6 – Liberty Main Campus Water System



Storm Drains

Liberty Campus is located on the Flood Insurance Rate Map #240087 0009 E. According to the FIRM plan, the campus is not located within the floodplain. Existing storm drainage is collected throughout the campus by a network of inlet catch basins and storm drain pipes that drain surface runoff from the north and east sections of the campus to west and south. The western and southern most storm drain lines then discharge into a Baltimore City 30" underground storm drain line near the southwest corner of the campus. See enclosed exhibits for on-site storm drain locations.

Storm water sheet flows across Lot E to six curb openings, which discharge into two grass swales areas. The two grass swales feed, along with underground storm drain lines draining adjacent impervious areas, into two separate grass bio-retention areas. The swales and bio-retention treats rainwater naturally before running into an existing pretreatment chamber. Construction of a major facility would require BCCC to upgrade the campus-wide storm drain system including installation of a water quality device before discharging into the City 30" storm drain system. The main storm drain trunk line has had recent heavy cleaning performed to clear the system of any debris. A portion of this segment of storm drain has also been recently upgraded to handle large storm events and alleviate ponding around inlets.

Figure 5-7 – Liberty Main Campus Storm Water




BALTIMORE CITY COMMUNITY COLLEGE
CHANGING LIVES... BUILDING COMMUNITIES

0 200' 400'

SCALE: 1"=200'

LEGEND

EXISTING STORM DRAIN LINE

EXISTING STORM WATER FACILITY

CAMPUS BOUNDARY

Site/Parking Lot Lighting
A portion of streetlights along the exterior part of campus have been recently replaced with LED streetlights to adequately light the road segment. Additional photometric analysis is recommended to quantify lighting needs throughout the entirety of campus. Lighting of parking lots and pedestrian circulation is inconsistent and generally insufficient.

Private Utilities
Several private utilities supply services to the campus including Baltimore Gas & Electric, Comcast and Verizon. BGE supplies natural gas to the Liberty Campus through two 6" service lines from Liberty Heights. One line enters the campus north of the entrance road, then travels behind Parking Lot C to the Main Building. The other gas line services the Life Sciences Building and Gymnasium. There is no report of insufficient service.

Steam is generated in numerous boiler rooms around campus. BGE supplies electricity through three lines. According to BGE Electric Primary & Transmission Map, an overhead line from Forest Park Avenue connects to three campus transformers. Two underground lines connect to the Main Building and one to the Gymnasium. Verizon serves the campus through the same conduit lines as with electric service.

Recreational Fields
No outdoor recreational fields exist with the main campus boundary. A gymnasium is located in the northeast corner of the main campus.

Miscellaneous site notes
The brick stair retaining walls at front entrance of campus should be replaced. The precast concrete walls along Liberty Heights Avenue should be repaired or replaced to correct a lean. Site perimeter fencing should be replaced on the south and east sides where it is damaged.

Soil
Fill/re-grade ponding areas around campus, especially in front of Harper Hall and behind Facilities Modular.

Inspect/evaluate south stone retaining wall adjacent to homes – minor cracking and wet spots were observed after rainfall.

Circulation and Parking
The circulation system for Baltimore City Community College is comprised of the regional road network, internal campus road network, parking areas and internal pedestrian system.

One entrance roadway controls vehicle traffic to the campus at the Liberty Heights Avenue and Druid Park Drive intersection. This intersection contains a traffic signal controlled by imbedded loop detectors. A new additional right-turn only exit located

east of the Liberty Heights Avenue intersection provides relief to main entrance for vehicles exiting campus. Vehicles using this exit must turn right going east on Liberty Heights Avenue. Vehicle must adhere to a stop sign and pedestrian crosswalk prior to turning onto Liberty Heights Avenue.

The main entrance roadway at Liberty Heights Avenue connects directly into Parking Lots A, B and C. The entrance continues as a 2-way traffic circulation road around the entirety of campus. The circulation road portion of the roadway becomes narrow along Parking Lot C to allow for parallel parking spots. New construction related to Main Building has caused the roadway to become even narrower at several locations. Parking Lot D is located directly off the Loop Road prior to entering Parking Lot E. After exiting Parking Lot E and wrapping around the gymnasium the Loop Road connects into Parking Lot F and the exit only access drive.

The existing pavement around the campus was found to be in fair to good conditions. . The vast majority of asphalt paving within the campus has been recently redone with either mill-and-overlay or entirely new full depth paving sections. Some areas of bituminous pavement deterioration exist in the parking lots located off of the loop road and parking lots. All large areas of cracking and "alligatoring" require complete resurfacing including base repairs. For the long term, it is highly recommended that older sections of bituminous pavement be milled 2" and then an overlay of surface course be applied. A tar sealer should be applied to large cracking areas to prevent further deterioration.

A potentially dangerous pedestrian crossing exists at the MTA Bus Stops on Liberty Heights Avenue. Individuals step off the bus, approximately one hundred feet south of the Liberty Heights & Druid Park intersection and cross the 66-foot-wide Liberty Heights. There is narrow median where students wait for traffic to clear.

Public Roadway Network

The Liberty campus is served by a single public road, Liberty Heights Avenue, MD Rt. 26, which can be accessed from, remotely, I-83 and I-695. During non-peak hours, access through Liberty Heights Avenue is adequate; during peak commuting hours, Liberty Heights Avenue is very busy.

Internal Roadway Network

Internally, the Liberty Campus is served by a two-way road system that circulates around the entire campus footprint. This road also serves as an aisle for the parking lots and as pedestrian access from the parking lots. Along this Loop Road the parking is located to either side of the road with the majority of the parking located in the parking lot on the Eastern side of the campus. This current layout minimizes the possibility of expansion of the parking capacity without the introduction of structured parking in place of the surface lots.

Removable bollards are located along the campus walkway entrance from the bus stop on Liberty Heights Avenue to allow emergency vehicle access to the center of campus.

Pedestrian Circulation and Accessibility

Major pedestrian walkways from the parking lots to the classroom building "plaza" area are too steep to provide proper access. Improvements to the reserved handicap parking spaces (lack of access aisles and proper signage), curb ramps and building ramps should be completed. It appears that the campus contains an adequate number of reserved handicap parking spaces; however, most are non-compliant since they lack proper signage, access aisles, curb ramps, detectable warning devices and exceed the maximum allowable slopes.

Handicap accessibility throughout campus should be upgraded. Curb ramps, extended handrails, parking space access aisles, signage and other accessibility measures should be improved.

Pedestrian Network

The campus core is well-served by an extensive system of pedestrian pathways linking buildings, open spaces and parking areas. While an extensive pedestrian system exists, additional improvements should focus on maintenance and grading to eliminate pooling of water, providing better gathering spaces for larger groups in between classes, and providing better connections across parking bays where pedestrians have to now squeeze between parked cars and cross the main vehicular circulation road. See above regarding re-orienting the parking and landscaping of parking lots. In regards to pedestrian and vehicular conflicts, the campus has done an adequate job to minimize these issues which needs to be carried forward as the campus expands. However, major pedestrian/ vehicular conflicts exist behind the Main Building and from the visitor parking by the campus entrance. These areas should be addressed by any further development on campus.

Exhibit 10.1

Figure 5-8 – Liberty Main Campus Pedestrian Paths

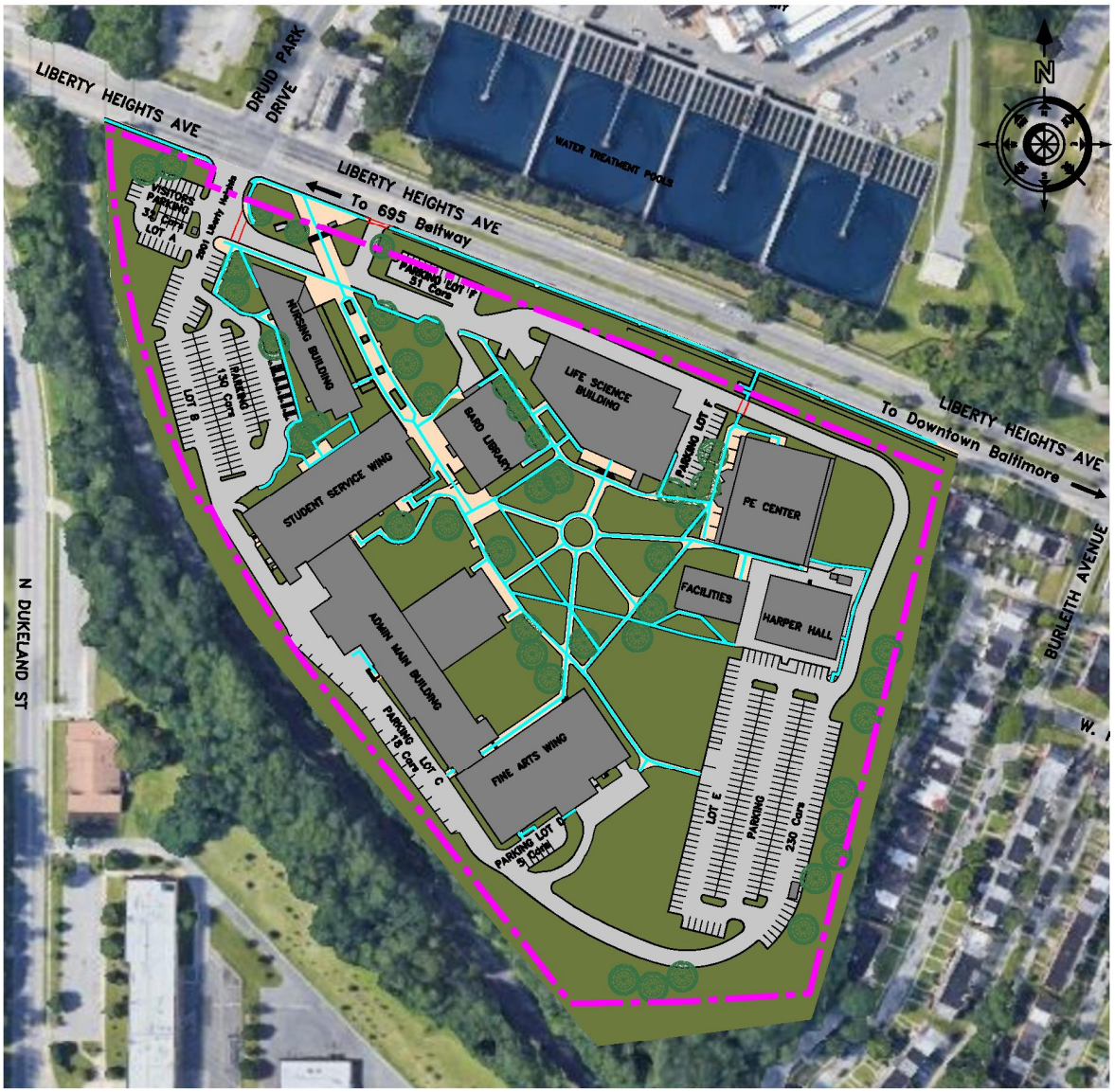
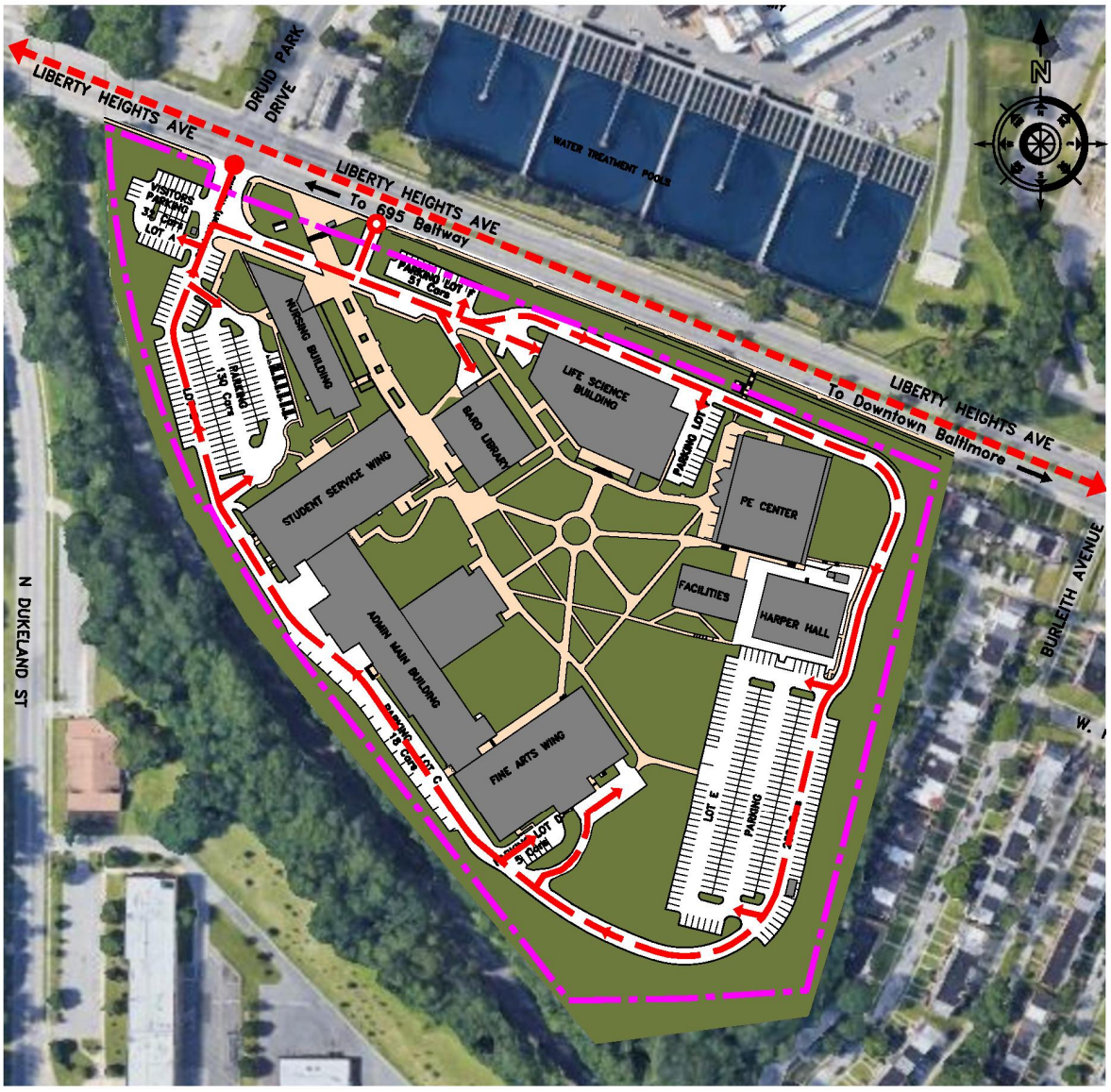


Figure 5-9 – Liberty Main Campus Vehicular Circulation



## Adjacent Land Use

One of the most appealing attributes to Baltimore City Community College is its access to the city, its residential population, and its urban setting. As Baltimore City and the surrounding area are experiencing a rebirth in both the housing and jobs markets, there are still issues with adjacent uses forming barriers to both users and growth. The neighboring issues that impact the campus are the CSX rail line to the West and South, Liberty Heights Ave with the Ashburton Treatment Plant to the North and East and Residential to the East and South. The entire site with the exception of the entrance is surrounded by steep slopes.

## Open Spaces and Recreation

The Liberty Campus is fortunate to have a significant amount of passive open space for the size of the campus, as described below. Currently open space is limited to the central quad for all outdoor activities. Active recreation space is limited to the space provided by the outdoor tennis court and the space in the Physical Education building. The outdoor tennis court is planned to be removed as part of the separate BCCC Loop Road Improvements project.

## Quadrangles

There remains a significant amount of open space within the core of Baltimore City Community College; however, this remains as the only area developed as a traditional campus quadrangle. This area serves the functions of a gathering space for students between classes, an outdoor class space, and a sheltered area for passive recreation. Quadrangles serve an important function to building the campus family as they are a place to meet friends and colleagues, meet new people, collaborate on classroom material, and relax on campus. It is important that as the campus continues to change and grow that this space is preserved and enhanced through improved landscaping and drainage, along with the development of more intimate areas for gathering between classes.

## Sacred Spaces

“Sacred spaces” are those areas of the campus that serve an important function in the daily social interaction on a campus, represent historical aspects of the campus and/or are important components of a campus image. These should be preserved and enhanced as part of the master plan. The quad described above would fall into the category of “sacred spaces”. This area provides a valuable asset to the school and the community, requiring special attention within the master planning process.

## Gathering Areas

Gathering areas are those areas where students and faculty congregate because they are pleasant spaces, they are associated with a particular interior use or they are located at particular junctions. As with sacred spaces, the master plan should strive to preserve and reinforce these spaces. On the Liberty Campus, the gathering space is the Quadrangle. Currently the campus is very limited in established gathering areas, which can result in a more transient population. Well-designed gathering areas on a

campus can foster increased educational collaboration beyond that of the classroom, serve as classroom space, foster a connection to the space and identification with the campus, and encourage increased interaction among students, faculty and staff creating an enriching and positive environment.

Image Open Space

Some open space areas are not used for activities but are nonetheless important in terms of overall campus image. In particular, the open space associated with the main entrance drive and the drop-off circle is particularly important. Currently, as stated by many stakeholders, it is seen as unattractive when it could be a positive image for the college. This area should be carefully planned and designed so as to foster the image the campus. The other image space is the Quad which, with the additions being made to the main building, has the future ability to become the image space of the campus with the right planning and landscaping.

Storm Water Management

On all sites storm water management is an extremely important issue. If treated properly it can provide an amenity to the site as well as environmental and life quality. On the Liberty Campus site, three existing stormwater management facilities are located within the main campus footprint. Two existing bioretention facilities located at the southern entrance of Lot E have been recently retrofitted to meet current Maryland Department of the Environment regulations. These two facilities collect and treat surface runoff from the Lot E parking lot. An additional micro-bioretention facility is located east of the gymnasium and collects surface runoff from the Loop Road. Any new site work will require additional stormwater management treatment. Due to the site constraints where space is at a premium, underground stormwater management treatment would be beneficial in using the available open space most efficiently. This also presents a great opportunity for the campus to reevaluate the storm water system and implement low impact development (LID) practices to increase the capacity of the system, increase the resulting water quality, provide an amenity, and improve the overall campus image. LID practices include but are not limited to Bio-swales, rain gardens, infiltration tanks and perforated piping, and green roofs and landscaping.

Campus Planning – Miscellaneous Site Improvements:

- Update and improvements to planting to increase tree cover and define spaces. Native plant material should be used to minimize water requirements and improve and increase urban wildlife habitat.
- Utilize and locate planting beds to serve as rain gardens to improve on site storm water management.
- Conduct a light level study to determine lighting needs for campus safety and full cut-off fixture need to be installed to improve dark sky compliance. Solar power and energy efficient lighting should be implemented when possible.
- Incorporate landscape improvements into the slope along Liberty Heights and the Campus entrance to improve Campus recognition, appearance and control erosion, and provide safety.

- Increase outdoor seating to encourage and provide gathering study spaces for students in between classes and promote an improved campus atmosphere and connection to the campus.
- Coordinate site furnishings to promote a uniform campus image. This would include but not be limited to benches, lights, bollards, trash receptacles, and signage.
- Upgrade site hardscapes, paving, sidewalks etc., to improve drainage, handicapped accessibility, site comfort, and campus image. When possible pervious surfaces should be used to lessen the impact of storm water on the site, improve water quality and ground water recharge.
- Incorporate Low Impact Development practices to improve storm water management which is a great concern with this site.
- Include green roofs to improve building performance, campus environment, and storm water management.

Site Infrastructure - Pavilion Site (North Campus)
The Baltimore City Community College Pavilion site is located in Baltimore City, Maryland; specifically, Northwest of the City Center and Southwest of Druid Hill Park in the Burleith-Leighton Neighborhood of Baltimore City. The site is immediately bounded by Liberty Heights Avenue to the South, the Ashburton Treatment Plant to the West, and Residential to the North and East. The site is split with Towanda Avenue splitting the site between a northern and southern section. The site is comprised of 5 parcels totaling approximately 18.93 acres of land. There are a number of existing and planned conditions which will influence the development of this master plan.

Site Infrastructure
The Pavilion site is located at 3100 Towanda Avenue in northwestern Baltimore City. The site is bounded by Liberty Heights Avenue along the south property lines, residential neighborhood to the north and east and the Ashburton Treatment Plant to the west. The properties are zoned for EC-2, Educational Campus Zoning.

The site exists at Baltimore City designated Ward 15, Section 30, Blocks 3252, 3254 and 3257. According to the Maryland Department of Assessments and Taxation record, the total area of the 5 lots represents 18.929-acres. The topography of the property slopes from west to east, and the frontage along Liberty Heights Avenue slopes toward the road. Steep slopes of 10 to 30 feet drop in elevation exist sporadically over the site.

Overall, the condition of the visual portions of the site infrastructure on the Liberty Campus was found to be in fair to good condition. While specific areas of deferred maintenance existed, such as settled sections of sidewalk and areas of failed pavement, damaged curb and gutter, and portions of sidewalk failure. A list of individual recommendations for repairs or upgrades to site infrastructure appear later in this chapter.

Figure 5-10 – North Campus Boundaries



Exhibit 10.1

Figure 5-11 – North Campus Forested Areas




BALTIMORE CITY COMMUNITY COLLEGE
CHANGING LIVES... BUILDING COMMUNITIES

0 200' 400'

SCALE: 1"=200'

LEGEND

CAMPUS BOUNDARY

FORESTED AREA

Sanitary Sewer

The site currently discharges sanitary sewage through two locations. An 8" main that discharges to Towanda Avenue along the western site boundary and a 10" main that discharges to Towanda Avenue along the southeastern boundary. The undeveloped lots at the northern portion of the site currently do not have a sewer connection. Future connections are available in Towanda Avenue and Chowan Avenue. See enclosed exhibits for on-site sanitary locations. No available information is known for the sanitary connection to West Pavilion.

Figure 5-12 – North Campus Sewer



Water System

Baltimore City records indicate that a 20" water main on Liberty Heights supplies water service to the campus through two water meters. An 8" water and fire service originates at the existing water meter near the Liberty Heights property entrance. This water and fire service serves the entire southern portion of the site. An additional water is located along Towanda Avenue that serves the North Pavilion building. The undeveloped northern portion of the site does not currently have a water connection. A future connection is available in Towanda Avenue. The 20" main along Liberty Heights is supplied with water from the Lake Ashburton Pumping Station several hundred yards away, and as such, should always contain a high-level of flow and pressure. No record information is available for the existing on-site water system.

Storm Drains & Storm Water Management

This site is located on the Flood Insurance Rate Map #240087 0009 E. According to the FIRM plan, the campus is not located within the floodplain. Existing storm drainage is collected throughout the site by a network of inlet catch basins and storm drainpipes that drain surface runoff from the west to the east. The entirety of the site discharges into a Baltimore City 27" underground storm drain line near the southeast corner of the parcel. No record information is available for existing storm drain.

Figure 5-13 – North Campus Storm Drainage




BALTIMORE CITY COMMUNITY COLLEGE
CHANGING LIVES... BUILDING COMMUNITIES

0 200' 400'

SCALE: 1"=200'

LEGEND

EXISTING STORM DRAIN LINE

CAMPUS BOUNDARY

NOTE: NO RECORD INFORMATION AVAILABLE FOR EXISTING STORM DRAIN

Site/Parking Lot Lighting
Improvements are needed – additional fixtures and replacement of underground cabling.

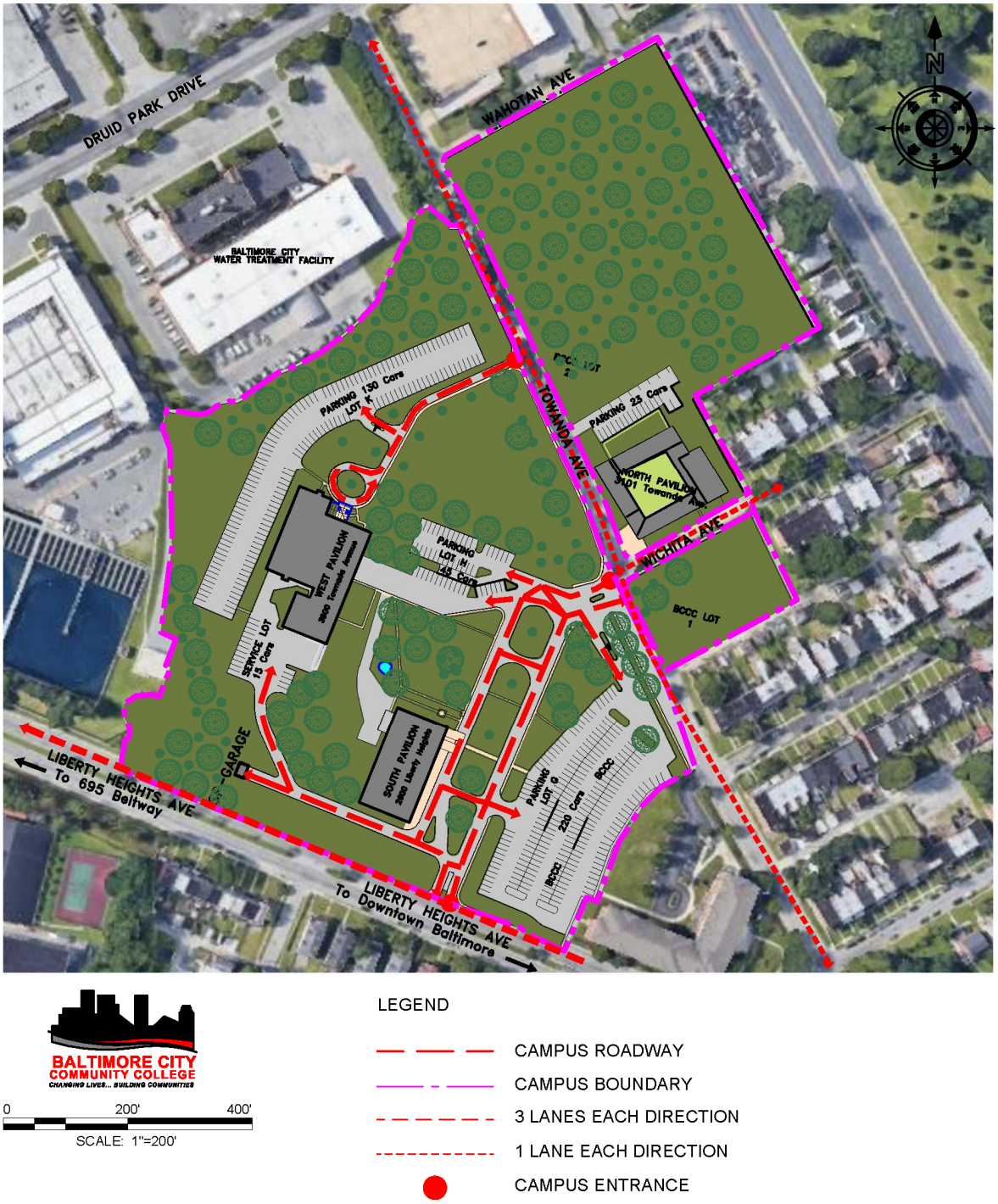
Private Utilities
Private utility services and locations are unknown at this time.

Handicap Accessibility
Major pedestrian walkways from the parking lots to the pavilion buildings area are too steep to provide proper access. Improvements to the reserved handicap parking spaces (lack of access aisles and proper signage), curb ramps and building ramps should be completed. Most reserved handicap parking spaces appear to lack proper signage, access aisles, curb ramps, detectable warning devices and exceed the maximum allowable slopes.

Recreational Fields
No recreational fields exist onsite.

Circulation and Parking
The circulation system for the Pavilion site is comprised of the regional road network, internal campus road network, parking areas and internal pedestrian system.

Figure 5-14 – North Campus Vehicular Circulation



Public Roadway Network

The Liberty campus is served by a single public road, Liberty Heights Avenue, MD Rt. 26, which can be accessed from, remotely, I-83 and I-695. During non-peak hours, access through Liberty Heights Avenue is adequate; during peak commuting hours, Liberty Heights Avenue is very busy.

The southern portion of the site has 3 entrances that control vehicle traffic to and from the site. The main entrance is located on Liberty Heights Avenue and the other entrances are along Towanda Avenue. Liberty Heights Avenue at the entrance has a left turn lane, making the site accessible for vehicles going either direction. The main entrance roadway connects directly into Parking Lot G and the South Pavilion Building. The entrance continues as a 2-way traffic circulation until it reaches the Towanda Avenue entrance. As the site is developed, consideration will need to be made on circulation between the southern and northern portions of the site and how Towanda Avenue intersects. The North Pavilion building has one entrance on Towanda Avenue that leads directly to the buildings parking lot.

Internal Roadway Network

Internally, the Pavilion site is served by a two-way road system that extends from the Liberty Heights Avenue entrance to the Towanda Avenue entrance. Off the main access road are Parking Lots G, H, and K. Drop-off aisles are available for South Pavilion and West Pavilion buildings. This current layout minimizes the possibility of expansion of the parking capacity without the introduction of structured parking in place of the surface lots or additional surface parking lots located on the undeveloped northern portion of the site.

The existing pavement around the site was found to be in fair to poor conditions. Several areas of bituminous pavement deterioration exist in the loop road and parking lots. All large areas of cracking and "alligatoring" require complete resurfacing including base repairs. New stripping for Parking Lots G, H, and K is recommended. For the long term, it is highly recommended that older sections of bituminous pavement be milled 2" and then an overlay of surface course be applied. A tar sealer should be applied to large cracking areas to prevent further deterioration.

Parking Resources

On the Pavilion site, Baltimore City Community College has 5 parking lots that vary in size with a current counted total of 428 usable spaces, of which 13 are handicap parking. There is currently excess parking for the buildings on the Pavilion site, this excess is currently used for overflow parking from the main campus.

As expansion or improvements to existing parking are made the introduction of landscaping to the parking lots can serve to both reduce the heat island effect of the impervious asphalt and the landscaped islands and medians can serve as part of the campus storm water management system and lessen dependence on a single detention/retention pond or underground storm water systems.

Pedestrian Network

The campus core is well-served by an extensive system of pedestrian pathways linking buildings, open spaces and parking areas. While an extensive pedestrian system exists, additional improvements should focus on maintenance and grading to eliminate pooling of water, providing better gathering spaces for larger groups in between classes, and providing better connections across parking bays where pedestrians have to now squeeze between parked cars and cross the main vehicular circulation road. In regards to pedestrian and vehicular conflicts, the campus has done an adequate job to minimize these issues which needs to be carried forward as the campus expands.

Handicap accessibility should be upgraded throughout campus. Curb ramps, handrails, parking space access aisles and signage should be improved.

Figure 5-15 – North Campus Pedestrian Paths




BALTIMORE CITY COMMUNITY COLLEGE
CHANGING LIVES... BUILDING COMMUNITIES

0 200' 400'

SCALE: 1"=200'

LEGEND

PEDESTRIAN WALKING ROUTES

EXISTING CROSSWALK

CAMPUS BOUNDARY

## Adjacent Land Use

One of the most appealing attributes to Baltimore City Community College is its access to the city, its residential population, and its urban setting. As Baltimore City and the surrounding area are experiencing a rebirth in both the housing and jobs markets, there are still issues with adjacent uses forming barriers to both users and growth. The neighboring issues that impact the campus are Liberty Heights Ave to the South, the Ashburton Treatment Plant to the West, and Residential to the North and East.

Open Spaces and Recreation

The Pavilion site currently has a significant amount of passive open space for the size of the campus. Currently the space is underutilized for activity and outdoor space. There is limited open space used to create social gatherings and interactions throughout the site.

Storm Water Management

No known stormwater management facilities exist on the Pavilion Campus site.

Any development on the Pavilion Campus site that exceeds 5,000 square feet of land disturbance will require stormwater management treatment in accordance with the Maryland Department of the Environment regulations and standards.

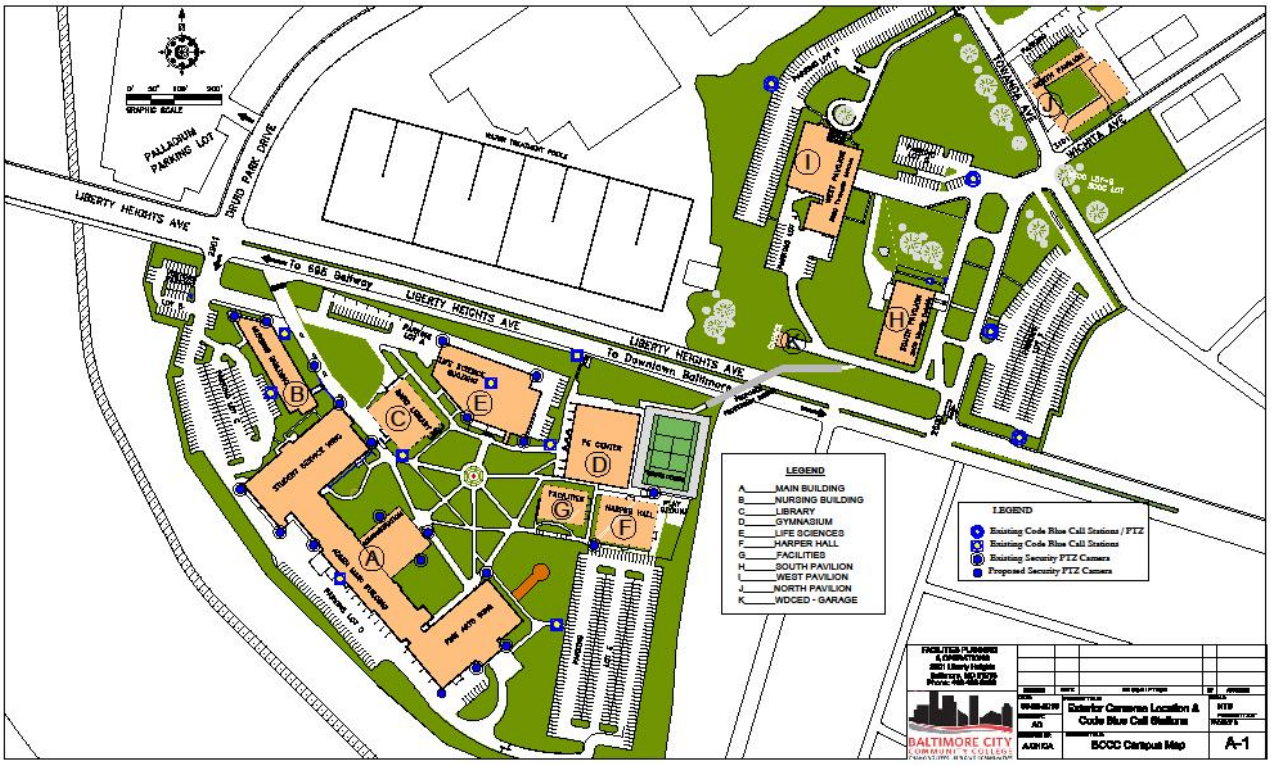
Exhibit 10.1

## Campus Safety Call Locations

Both campuses have a network of "Code Blue" call stations. A mixture of freestanding site stations and building lobby stations is available.

A network of surveillance cameras is also present. The camera system uses an analog network and is obsolete, with many cameras non-functional. Both cameras and the data network are proposed for replacement with a digital system with upgraded storage and review capability.

Figure 5-16 – Security Call Station Network



## 5.3 Ten-year concept

The ten-year conceptual site plan shows the planned expansions of the nursing and library buildings, along with footprints for a future renovation or replacement of the Fine Arts center, renovation and expansion of the Physical Education Center, and a new building location to the southeast of the Fine Arts Center for facilities use.

The primary campus axis running through the campus from the entrance southeastwards is to be upgraded with framing construction at the library and nursing building. Both of these buildings are recommended to frame the entrance to the campus. The Learning Commons is proposed to function as a community anchor for the campus, converted from an introverted building separate from the life of the campus to an outward-facing beacon, used as a primary point of contact for students with each other. As a campus learning commons, it should re-oriented to be outward-facing and welcoming. The campus commons project is projected to add 17,000 square feet of space to a fully renovated library building, incorporating study space, group meeting rooms, a central campus information center, media and printed material access and archives, and a limited-service coffee and snack shop.

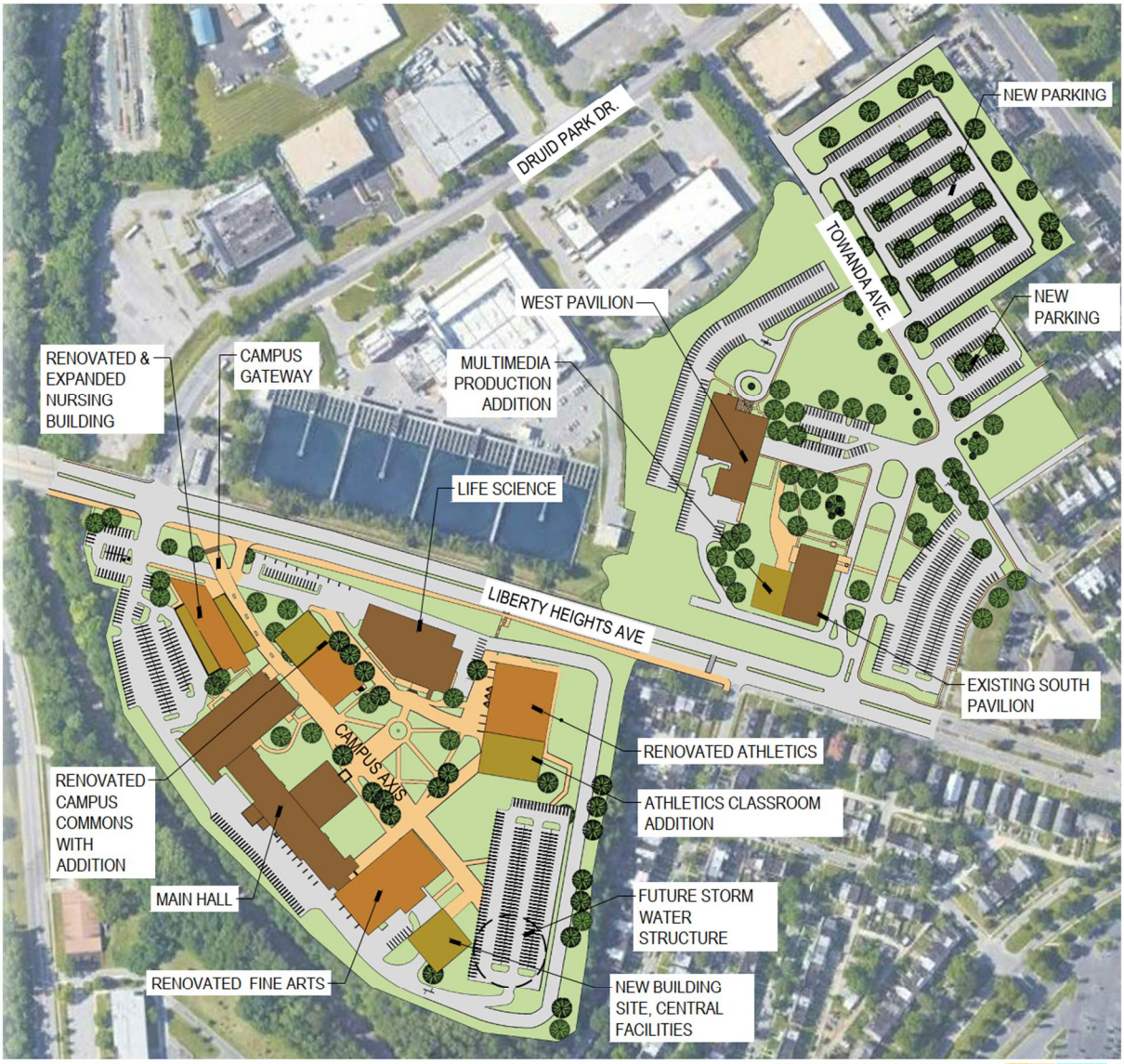
The renovated, expanded nursing building project will address the renovation of the 1970s nursing building, expanding it to provide space for up-to-date nursing simulation labs, upgraded classrooms and faculty space. Since nursing and allied health curricula are central to the BCC mission, the renovation and expansion of the Nursing Building are critical to the continued mission of the college, and will allow additional specialized curricula to be established.

The replacement of the Fine Arts Wing of Main Hall is proposed as a later priority, to address the building's increasing unsuitability for instructional programs and its aging systems. With its central location on a campus with limited opportunities for new development, this project is proposed as a multistory structure to maximize the use of the building's footprint. Renovation work in the Physical Education Center is recommended to address functional and material deficiencies, with potential expansion for enhanced fitness center activities. The modular Facilities Building is proposed for replacement with a permanent facilities building, with offices and workshop space. Stormwater treatment resulting from new development may require structures under existing parking due to limited open space on the main campus.

The plan illustrates limited work on the north campus, primarily meant to increase parking capacity. The North Pavilion is proposed for demolition in the near term, while the West Pavilion is retained for potential float space or for a K-12 partnership. Parking would be provided at the former North Pavilion. The extreme northern section of the north campus, presently wooded, can be developed for additional parking. An addition is proposed to the South Pavilion to provide multimedia production space, along with renovation of the South Pavilion.

Figure 5-17 – 10 Year Campus Plan

BALTIMORE CITY COMMUNITY COLLEGE
LIBERTY HEIGHTS CAMPUS
2901 LIBERTY HEIGHTS AVE. BALTIMORE, MD
LEARNING COMMONS
FACILITIES MASTER PLAN
NOELKER AND HULL ARCHITECTS




10 YEAR PLAN

LEGEND:
EXISTING
RENOVATED
NEW

BALTIMORE CITY COMMUNITY COLLEGE
CHANGING LIVES...BUILDING COMMUNITIES

NOELKER AND HULL ASSOCIATES, INC.
ARCHITECTS

# Baltimore City Community College
# Facilities Master Plan
# Liberty Heights Campus

Exhibit 10.1

Maryland Department of General Services
Project Number: CC-000-190-003

# Chapter 6
## Capital Project Recommendations

# Chapter 6

## 6.1 Capital projects

Baltimore City Community College has seen significant underinvestment in physical facilities, resulting in a significant backlog of systems and functional renovation projects. Changing programs and program focus require realignment of facilities to match the expected needs, and to ensure that facilities live up to student expectations for current instructional programs. The college must aggressively pursue updated facilities to meet these demands.

The next major capital project will be the campus loop road, which is completing design. This will provide continuous vehicular access to the entire perimeter of the main campus. The loop configuration will prevent an incident at any point on the existing dead-end road from blocking the road beyond. Similarly, the second entrance, though still very close to the existing entrance, will prevent an incident at the intersection of Liberty Heights Avenue and Druid Park Drive from blocking access to the campus.

Several projects are proposed for the West Pavilion, which should be evaluated against the need to use the West Pavilion as swing space while renovation projects are going on elsewhere. The West Pavilion is recommended for demolition in the long term once its usefulness for other purposes is over.

Space needs projections and building condition assessments point to a need for renovation and expansion of the Library as a learning commons, and renovation and expansion of the Nursing Building to accommodate current and future programs. Additional long-term projects are the renovation of the Fine Arts Wing, replacement of the Facilities Office, and construction of a centralized maintenance facility, along with the eventual renovation or replacement for the Physical Education Facility. Space needs also point to a requirements for a downtown campus space, leased or negotiated as the Bard Building site is redeveloped.

### Proposed Projects

A multi-year capital campaign is proposed to address major systems replacements. Initial projects will deal with backlogged items, such as:

1. Roof replacements for Facilities, Fine Arts, Life Sciences and the South Pavilion
2. Chillers for Fine Arts and Physical Education
3. Boilers for Life Sciences and Physical Education
4. Locker room upgrades for Physical Education
5. Controls for Physical Education
6. Replacement of the campus video surveillance system DVR and cameras

The backlog of major projects is calculated at $5.6 million to the end of 2020. Some of the work programmed for future years includes:

1. Elevator replacements in Life Sciences
2. Boiler replacements in Main Hall
3. Hot water lines from Main Hall to Nursing and the Library
4. Fire alarm upgrades, panelboard and switchgear replacement in the South Pavilion
5. Domestic hot water boilers in Main Hall
6. Generator for Main Hall
7. Campus Loop Road –Complete the roadway around the campus and add a second entrance
8. Address systems replacement backlog, roofing, paving, chillers, boilers, elevators
9. Bard Library – Renovate and expand as a campus learning commons
10. Nursing Building – Renovate and expand to accommodate current needs and new programs
11. Coincident with the library and nursing renovations, update the central campus axis and open space
12. Parking – Develop parking on the north campus property
13. Raze the North Pavilion
14. Renovate or replace the Fine Arts Wing
15. Remove the Facilities Building and accommodate elsewhere on campus, possibly as part of future development of centralized infrastructure
16. Renovate the gymnasium or redevelop with additional classroom space
17. Future buildings on the main campus to fully utilize the site and complete the campus axis
18. Development on the North Campus, replacement of the South Pavilion
19. Structured parking to replace parking lost to campus development.

## 6.2 Project Summaries

1. Deferred investment – address systems replacements, controls, switchgear, fire alarms, roofing, elevators and other systems that have not received sufficient funding in past years, and which will result in a loss of building function and additional emergency repair costs if they fail. (Reference #: 4-16, 18, 20, 20-27, 29-40, 42, 44, 47 and 48)
2. Campus safety – the campus camera and DVR recording system is proposed for replacement to replace obsolete and unserviceable equipment. The safety of the students and security of the campus is critical to the success of the college. Currently the College's cameras report back to the Main Building in the Command Center. Only 55/238 of cameras on campus are functional, 80% are analog, and the software is not able to run on modern operating systems. Many are also outdated types and require replacement for post processing viewing. There is a need for approximately 60 additional cameras. Video recorders are also non-functional and are not able to meet the 30 day standard for video storage in an educational setting. The new system will replace all existing cameras on a closed stand-alone network using a fiber network with a dedicated application server in the LSB displaying all views in the Command Center in the Main Building. Each officer post will also have a viewing workstation for the specific building/location. The College intends to submit a Part 1 program in the next few months. (Reference #: 1)
3. Bard Library – Renovate and expand as a campus learning commons, addressing substantial deficiencies in study space. The space allocations will be reconfigured for this building, and all systems and the building envelope will be replaced. The project will include light dining/coffee shop options and media production facilities. The project will provide up-to-date life safety systems and will address deficiencies in accessibility and quality of service. (Reference #: 2)
4. Nursing Building – Renovate and expand to accommodate current needs and new programs. Like the library/learning commons project, this project will completely renovate the Nursing Building to bring it up to current instructional standards and will address life safety and accessibility issues. The Nursing project will allow new programs to be instituted and will provide new nursing and therapeutic simulation labs. (Reference #: 3)
5. As the nursing and library projects are developed, the central campus axis will be enhanced to coordinate with these projects.
6. Parking – The vacant land on the North Campus will be developed to free the college from current leased parking arrangements. (Reference #: 47)
7. North Pavilion – The North Pavilion is recommended for demolition. (Reference #: 17
8. Fine Arts Wing – replace the facility. Like the Nursing and Library buildings, the Fine Arts Building requires extensive work to address functional and systems deficiencies and to accommodate the requirements of current curricula. (Reference #: 28)

9. Facilities Building – replace the existing modular facilities building with a permanent building. Like Harper Hall, the Facilities Building is not meant as a permanent structure and will need to be replaced in about ten years. A permanent facility with shop space and possibly with central utility space is needed. (Reference #: 41)
10. The West Pavilion is useful as float space or as partnership space in the near term. In the longer term it should be replaced once its usefulness is at an end. (Reference #: 27, 32, 37, 38)
11. The Physical Education Center requires renovation of the lower level. Renovation and expansion is desirable on the upper level to improve fitness center functionality and to upgrade the spaces surrounding the gymnasium. (Reference #: 19 and d45)
12. The South Pavilion will require a major renovation within ten years. (Reference #: 43 and 10, 11, 24, 29, 30)

## 6.3 Facilities Master Plan List of Projects

Table 6-1

| Ref # | Project | Projects estimated in 2020 dollars<br>Estimated Cost | FY Design Start | FY Construction Start |
|---|---|---|---|---|
| 1 | **Liberty Campus - Campus Safety Upgrades**<br>Proposed plan to replace obsolete and unserviceable equipment and update the Command Center. | $500,000 | FY 23 | FY 23 |
| 2 | **Liberty Campus - Learning Commons Renovation and Addition**<br>Design and Construct a 17,000 GSF Addition and Renovate the 30,134 GSF 1965 Library Building | $23,202,000 | FY 22 | FY 23 |
| 3 | **Liberty Campus - Nursing Building Renovation and Addition**<br>Design and Construct a 17,500 GSF Addition and Renovate the 36,582 GSF 1977 Nursing Building | $29,060,000 | FY 22 | FY 23 |
| 4 | **Deferred Maintenance: Liberty Campus - Fine Arts Building Chiller**<br>Replace chiller for Fine Arts wing and split system for IT equipment | $925,000 | FY 22 | FY 22 |
| 5 | **Deferred Maintenance: Liberty Campus - Life Science Building Controls**<br>Upgrade pneumatic controls to digital controls on the HVAC system of the Life Science Building | $50,000 | FY 22 | FY 22 |
| 6 | **Deferred Maintenance: Liberty Campus - Life Science Building Boiler**<br>Replace domestic hot water boiler in the 1996 Life Science Building | $180,000 | FY 22 | FY 22 |
| 7 | **Deferred Maintenance: Liberty Campus - Physical Education Chiller**<br>Replace the package unit chillers in the 1965 Physical Education | $88,000 | FY 22 | FY 22 |
| 8 | **Deferred Maintenance: Liberty Campus - Physical Education Boiler**<br>Replace hot water boiler and hot water storage in the 1965 Physical Education Building | $134,000 | FY 22 | FY 22 |
| 9 | **Deferred Maintenance: North Campus - South Pavilion Roof**<br>Replace low and high slope roof | $250,000 | FY 22 | FY 22 |
| 10 | **Deferred Maintenance: North Campus - South Pavilion Fire Alarm**<br>Replace Fire Alarm panel | $85,000 | FY 22 | FY 22 |
| 11 | **Deferred Maintenance: Campus Infrastructure - Electrical Distribution**<br>Replace Campus underground electrical distribution | $100,000 | FY 22 | FY 22 |
| 12 | **Deferred Maintenance: Campus Infrastructure - Plumbing Distribution**<br>Replace campus water supply lines and sanitary drain lines | $300,000 | FY 22 | FY 22 |
| 13 | **Deferred Maintenance: Liberty Campus - Life Science Building Elevators**<br>Replace both elevators in the Life Science Building | $250,000 | FY 22 | FY 22 |
| 14 | **Deferred Maintenance: Liberty Campus - Life Science Building Heating**<br>Replace two heating boilers in the 1996 Life Science Building | $250,000 | FY 22 | FY 22 |

| | | | | |
|---|---|---|---|---|
| 15 | **Deferred Maintenance: Campus Infrastructure - Hot water lines**<br>Replace hot water supply lines to Library and Nursing - to occur simultaneoulsy with the Nursing and Learning Commons projects | $200,000 | FY 22 | FY 23 |
| 16 | **Deferred Maintenance: Campus Infrastructure - Replace Boilers**<br>Downsize and replace three heating boilers serving the Main Building, Nursing Building, and Library Building - to occur simultaneously with the Nursing and Learning Commons projects | $1,500,000 | FY 22 | FY 23 |
| 17 | **Parking**<br>Design and deconstruct the North Pavilion Building and adjacent forest to create a parking lot | $1,300,000 | FY 23 | FY 24 |
| 18 | **Deferred Maintenance: Liberty Campus - Facilities Building Roof**<br>Replace Facilities Building roof with Single-Ply EDM Roof | $61,000 | FY 23 | FY 23 |
| 19 | **Liberty Campus - Physical Education Building Locker Room Renovation**<br>Renovate Bathrooms, Locker Rooms, and Classrooms in the Physical Education Building | $6,400,000 | FY 23 | FY 24 |
| 20 | **Deferred Maintenance: Liberty Campus - Fine Arts Building Roof**<br>Replace entire roof on the Fine Arts Building with built-up membrane<br>*(not required pending reference project #28)* | $180,000 | FY 23 | FY 23 |
| 21 | **Deferred Maintenance: Liberty Campus - Life Science Building Exterior**<br>Replace exterior doors on the Life Science Building | $280,000 | FY 23 | FY 23 |
| 22 | **Deferred Maintenance: Liberty Campus - Physical Education Exterior**<br>Replace exterior doors on the Physical Education Building | $120,000 | FY 23 | FY 23 |
| 23 | **Deferred Maintenance: Liberty Campus - Physical Education Roof**<br>Replace entire roof on the Physical Education Building with built-up | $334,000 | FY 23 | FY 23 |
| 24 | **Deferred Maintenance: North Campus - South Pavilion Switchgear**<br>Replace and upgrade capacity on the South Pavilion main electrical panels and switchgear | $45,000 | FY 23 | FY 23 |
| 25 | **Deferred Maintenance: North Campus - South Pavilion Fire Alarm**<br>Replace fire alarm detection system in the South Pavilion | $389,000 | FY 23 | FY 23 |
| 26 | **Deferred Maintenance: Liberty Campus - Main Building Replace hot**<br>Replace domestic hot water boilers in the Main Building | $407,000 | FY 23 | FY 23 |
| 27 | **Deferred Maintenance: North Campus - West Pavilion Fire Alarm System**<br>Replace fire alarm panel and system in the West Pavilion | $432,000 | FY 23 | FY 23 |
| 28 | **Liberty Campus - Replace Fine Arts Building on the Liberty Campus**<br>Design and Construct a new Fine Arts Building with Auditorium, Exhibition space, conference room, arts programming, and Culinary | $103,400,000 | FY 24 | FY 25 |
| 29 | **Deferred Maintenance: North Campus - South and West Pavilion**<br>Renovate bathrooms in South and West Pavilion Buildings | $304,000 | FY 24 | FY 24 |
| 30 | **Deferred Maintenance: North Campus - South Pavilion Elevator**<br>Replace Elevator in West Pavilion<br>*(not required pending reference project #43)* | $150,000 | FY 24 | FY 25 |

| | | | | |
|---|---|---|---|---|
| 31 | **Deferred Maintenance: Liberty Campus - Main Building Replace large**<br>Replace large windows in the Main Building | $240,000 | FY 24 | FY 24 |
| 32 | **Deferred Maintenance: North Campus - West Pavilion - Replace large**<br>Replace large windows in the West Pavilion Building<br>*(pending the College's retention of this building)* | $256,000 | FY 24 | FY 24 |
| 33 | **Deferred Maintenance: North Campus - South Pavilion - Electrical**<br>Replace distribution panels and circuit breaker panels on the electrical system<br>*(not required pending reference project #43)* | $54,000 | FY 24 | FY 24 |
| 34 | **Deferred Maintenance: Liberty Campus - Fine Arts Building - Electrical**<br>Replace distribution panels and circuit breaker panels on the electrical<br>*(not required pending reference project #28)* | $12,000 | FY 24 | FY 24 |
| 35 | **Deferred Maintenance: Liberty Campus - Fine Arts Building - Hot Water**<br>Replace domestic hot water boilers in the Fine Arts Building<br>*(not required pending reference project #28)* | $204,000 | FY 24 | FY 24 |
| 36 | **Deferred Maintenance: Liberty Campus - Main Building - Replace**<br>Replace electric back-up generator for the Main Building on the | $350,000 | FY 24 | FY 24 |
| 37 | **Deferred Maintenance: North Campus - West Pavilion - HVAC**<br>Replace air handlers at the West Pavilion<br>*(pending the College's retention of this building)* | $252,000 | FY 24 | FY 24 |
| 38 | **Deferred Maintenance: North Campus - West Pavilion - Hot Water Boiler**<br>Replace hot water boiler at the West Pavilion<br>*(pending the College's retention of this building)* | $148,000 | FY 24 | FY 24 |
| 39 | **Deferred Maintenance: North Campus - South Pavilion - Replace Chiller**<br>Replace rooftop chiller and air handlers on the South Pavilion<br>*(not required pending reference project #43)* | $143,000 | FY 24 | FY 24 |
| 40 | **Deferred Maintenance: Liberty Campus - Fine Arts Building - Replace**<br>Replace domestic hot water boilers in the Fine Arts Building<br>*(not required pending reference project #28)* | $66,000 | FY 24 | FY 24 |
| 41 | **Liberty Campus - Facilities Building Replacement**<br>Replace Facilities trailer with offices and expanded shop space | $6,100,000 | FY 25 | FY 26 |
| 42 | **Deferred Maintenance: TBD**<br>Allocate funding for asset preservation, system replacements, and | $4,000,000 | FY 25 | FY 25 |
| 43 | **Addition**<br>Renovate south Pavilion for Workforce Development with an addition for media production studios (music, video, set building, studios) | $19,500,000 | FY 26 | FY 27 |
| 44 | **Deferred Maintenance: TBD**<br>Allocate funding for asset preservation, system replacements, and | $4,000,000 | FY 26 | FY 26 |
| 45 | **Liberty Campus - Physical Education Renovation and Addition**<br>Renovation of fitness center with addition for Physical Therapy | $10,400,000 | FY 27 | FY 28 |
| 46 | **Deferred Maintenance: TBD**<br>Allocate funding for asset preservation, system replacements, and | $4,000,000 | FY 27 | FY 27 |
| 47 | **Campus Infrastructure: Site Improvements for Open Space**<br>Improve open space, pedestrian circulation, creating gathering spaces, campus entrance and other site improvements | $6,000,000 | FY 28 | FY 29 |
| 48 | **Deferred Maintenance: TBD**<br>Allocate funding for asset preservation, system replacements, and | $4,000,000 | FY 28 | FY 28 |

# President's Report

Exhibit 10.2

BALTIMORE CITY
COMMUNITY COLLEGE

Board of Trustees
September 18, 2024

**Debra L. McCurdy, PhD**
**President**

BALTIMORE CITY COMMUNITY COLLEGE

President's Report
4:00 PM
September 18, 2024

## "Our Mission"

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

## "Our Vision"

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

## "Our Core Values"

- Integrity
- Teaching
- Respect
- Learning
- Diversity
- Excellence
- Leadership
- Professionalism

Exhibit 10.2

# “Our Center”

BALTIMORE CITY COMMUNITY COLLEGE

President's Report
10:30AM
September 18, 2024

*Students First*

*Students First*

*Students First*

BALTIMORE CITY COMMUNITY COLLEGE

President's Report
4:00 PM
September 18, 2024

# "COLA & Increment Increases"

Exhibit 10.2

| Date | Type of Increase | Amount | Recipients |
|---|---|---|---|
| January, 2022 | COLA | 1.0% | All PIN & Eligible Contractual Employees |
| January, 2022 | Bonus | $1,500 | All PIN & Eligible Contractual Employees |
| July 1, 2022 | COLA | 3.0% | All PIN & Eligible Contractual Employees |
| July 1, 2022 | Increment | 2.5% | PIN Employees Hired July – December |
| November 1, 2022 | COLA | 4.5% | All PIN & Eligible Contractual Employees |
| January, 2023 | Increment | 2.5% | PIN Employees Hired January – June |
| July, 2023 | COLA | 2.0% | All PIN & Eligible Contractual Employees |
| July, 2023 | Increment | 2.5% | PIN Employees Hired July – December |
| July, 2023 | Additional Increment | 2.0% | **5-years continuous service**. Regular employees (PIN) having an EOD date that is before July 1, 2018 |
| January, 2024 | Increment | 2.5% | PIN Employees Hired January - June |
| July, 2024 | COLA | 3.0% | All PIN & Eligible Contractual Employees |
| July, 2024 | Increment | 2.5% | PIN Employees Hired July – December |
| January, 2025 | Increment | 2.5% | PIN Employees Hired January - June |
| January, 2025 | Additional Increment | 2.0% | **5-years continuous service**. Regular employees (PIN) having an EOD date that is before June 30, 2019 |

Adjunct Faculty received an 8% increase in January 2023.
A second increase (7%) for Adjunct Faculty in May 2023.
*(Includes Workforce Development & Continuing Education)*

# Capital Debt Affordability Committee

**September 16, 2024**

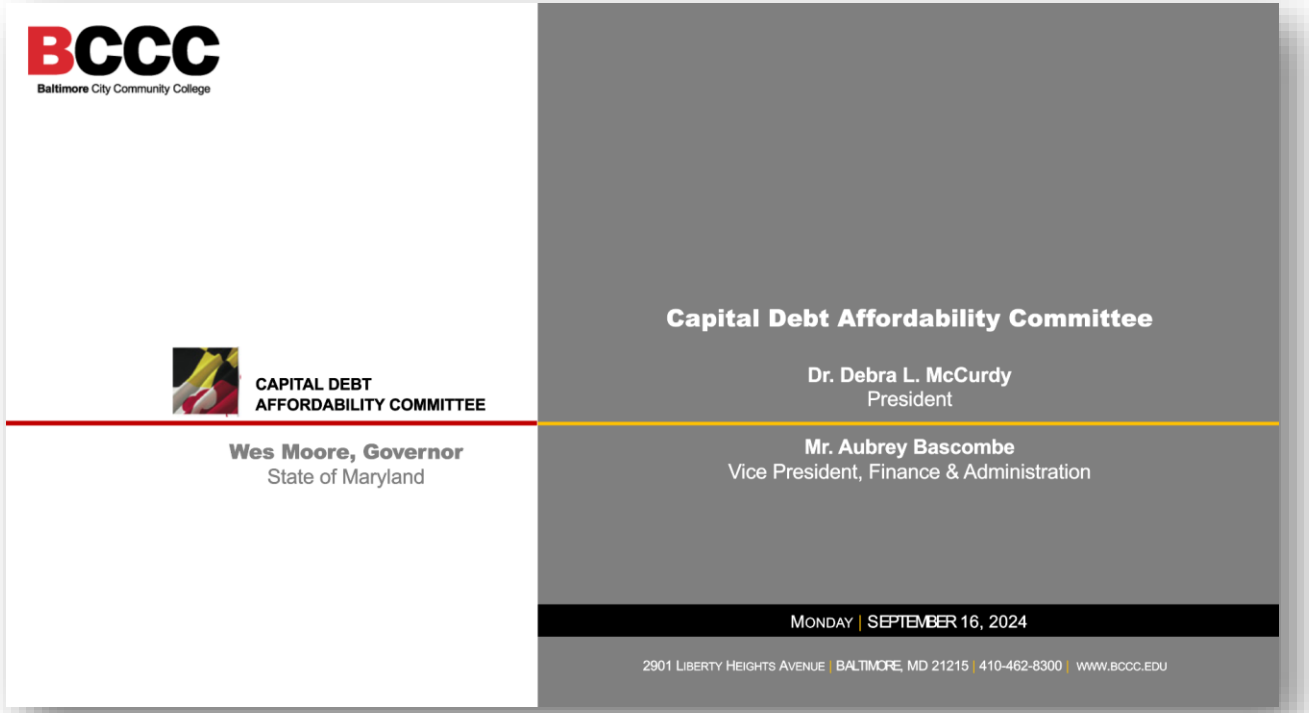



Exhibit 10.2

- Mission, Vision, Values
- Economic Impact
- Student Enrollment
- Realignment Tasks
- Positions and Degrees & Certificates
- FY2026 Operating Budget
- Capital Debt Profile
- Five-Year Capital Program
  - Learning Commons (Library)
  - Nursing Building
  - North Pavilion
  - Wellness Center
  - Facilities Building
  - Deferred Maintenance
  - Center for Innovation

# Capital Debt Profile

Exhibit 10.2

BALTIMORE CITY COMMUNITY COLLEGE

President's Report
September 18, 2024

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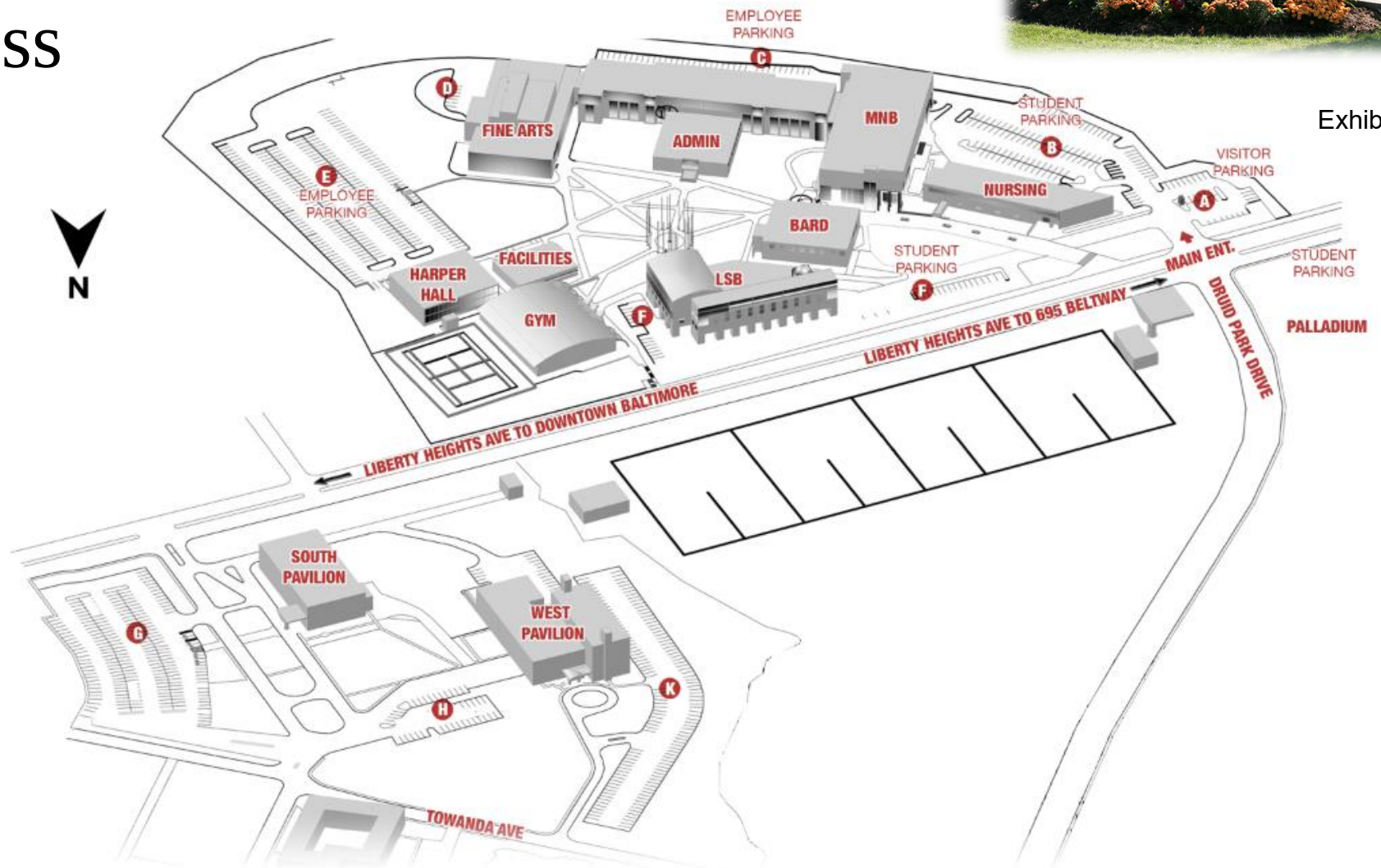
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# Working Progress

Exhibit 10.2





# Learning Commons Renovation and Addition (Library)

Exhibit 10.2




- **38,376 Square Footage**
- **Renovate and expand the existing Bard Library**
- **Learning Commons building that will contain flexible space for study, group work, reference, socialization, and an information center**
- **Function as the core common space on the main campus**
- **The Bard Library is 58 years old and functionally obsolete**
- **Systems and envelope are significantly beyond their useful lives and require replacement**
- **Physical reference materials does not meet the modern needs of libraries, which require less stack space and more flexible space for technology**
- **Projected Total Cost: $39,312,000**



# Nursing Building Renovation and Addition

Exhibit 10.2



- **36,668 Square Footage**
- **Built in 1977**
- **Significant building systems will be replaced, including HVAC, electrical, lighting, plumbing, building envelope, and fire alarm**
- **Building systems are original to the facility.**
- **Insufficient space to meet enrollment demand and is not configured for a modern nursing education curriculum**
- **New facility will provide nursing simulation suites that meet current hospital and accreditation standards**
- **This project will incorporate dedicated and specialized facilities**
- **New facility includes Nursing, Respiratory Care, Surgical Technology, Physical Therapist Assistant, Radiology Technician, and Occupational Therapy.**
- **Projected Total Cost: $42,609,000**

# North Pavilion

Exhibit 10.2






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# Wellness Center




- Wellness Center adjacent to the Physical Education Center
- Expand the recreation, health, and physical therapy spaces for students, staff, and community partners, including basketball, racquetball, physical therapy space, fitness space, and a running track.
- Current Physical Education Center is insufficient to support all health and wellness programs, extracurriculars,
- Sufficient fitness gym for the physical therapy program
- Recreational needs of the students, staff, and community partners
- The project includes a full renovation of the current building, pending a building assessment during the Programming phase.
- Requesting design funding in FY2026 and construction funds beginning in FY2027.
- Project Cost $50,785,000

# Facilities Planning & Operations

Exhibit 10.2



- 5,640 Square Footage
- Construct a new facility to house office, shop, garage, and storage areas
- Trailer that has exceeded its useful life.
  - failures of the roof, exterior walls, interior finishes, and building systems.
- Existing storage spaces consist of several sheds dispersed across campus and in poor condition
- The project will result in a new permanent facility providing centralized office and storage space
- Projected Total Cost: $7,600,000

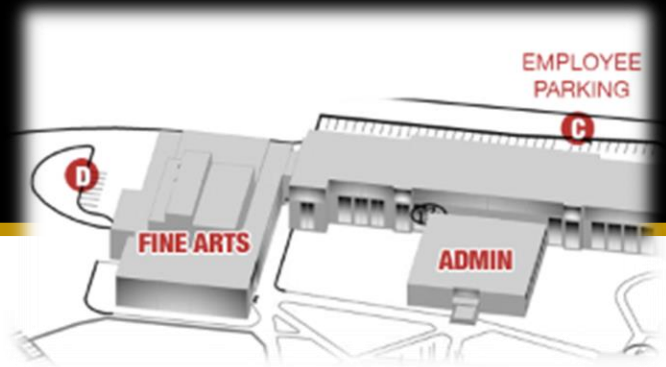



Exhibit 10.2

# Fine Arts Wing

- 45,200 Square Footage
- Fine Arts Auditorium (Seating 364)
- Mini-Conference Center
- Fine Arts Atrium
- Classrooms Designed for Programs
  - Music
  - Theater
  - Art Exhibit Space
  - Ceramics
- Offices







# Life Sciences Building

Exhibit 10.2

- Square Footage 81,200
- Biology
- Chemistry
- Physics
- General Classrooms
- Dental Clinic
- Lecture Halls (2)




BALTIMORE CITY COMMUNITY COLLEGE

BALTIMORE CITY COMMUNITY COLLEGE

# Harbor Campus

- 17 classrooms and 3 testing rooms
- Adult Basic Education (ABE) and English Language Services (ESL)
- BCCC partners with City Schools for Transitional High School
- Special events (i.e. voter registration, partnership meetings)
- Virtual classes
- A student lounge
- Tutoring Services
- Career Services






BALTIMORE CITY COMMUNITY COLLEGE

# South Pavilion

- Square Footage 38,850
- Workforce Development Pathways
  - Healthcare
  - Transportation & Warehousing
  - Diesel Mechanic
  - Commercial Driver's License (CDL)








Exhibit 10.2

# West Pavilion

- Square Footage 69,450
- Information Technology
- Lease Opportunity for State/City Agency










BALTIMORE CITY COMMUNITY COLLEGE

BALTIMORE CITY COMMUNITY COLLEGE

# Bio Park

- Square Footage 36,367 (2nd Floor)
- Credit
  - Chemistry
  - Biology
  - Bio-Sciences
- Non-Credit
  - Certified Nursing Assistant (CNA)
  - Geriatric Nursing Assistant (GNA)
  - Patient Care Technician
  - Venipuncture





Exhibit 10.2

# WBJC Radio Station

- Square Footage 6,620
- Production Studio
- On-Air Studio
- Music Library









BALTIMORE CITY COMMUNITY COLLEGE

Exhibit 10.2

# Reisterstown Plaza Center

- Square Footage 14,602
- Workforce Development
- Adult Basic Education
- English as a Second Language
- Cyber Security Pathway







BALTIMORE CITY COMMUNITY COLLEGE

# Bard Building (Center for Innovation)

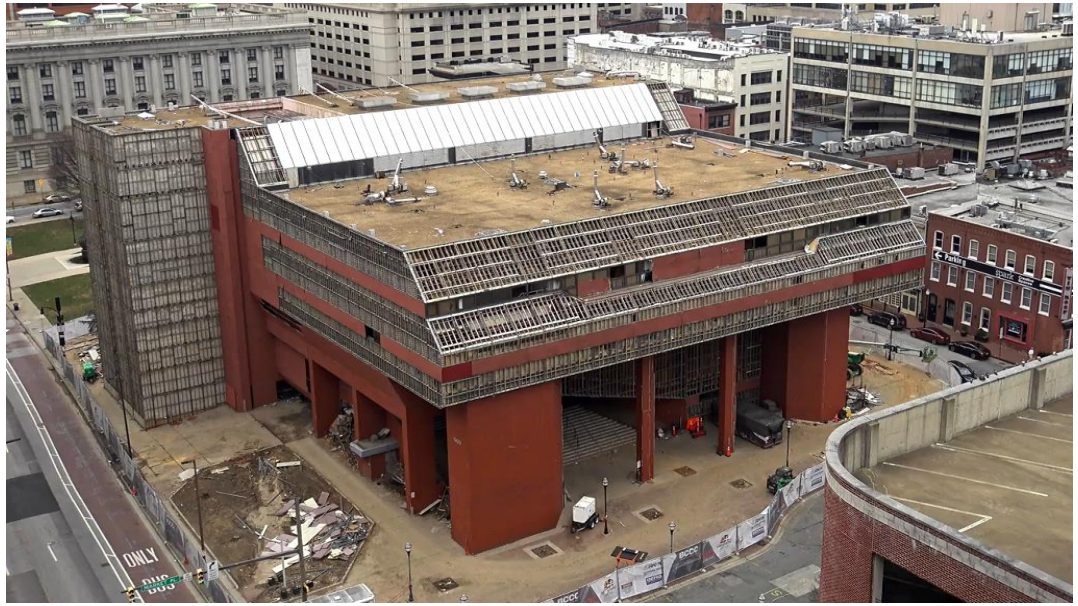
Exhibit 10.2

## Summary of Scope

**Design of the deconstruction and removal of the Bard Building located in downtown Baltimore, including site restoration. Special requirements include permitting through the city and State (MDE) and coordination with other agencies (MTA and USPS). The site is located within the Chesapeake Bay Critical Area. The project includes hazardous material abatement, the removal of the grade beams and pile caps, with foundation piles remaining, and the installation of greenspace bordered by trees..**

## Project Schedule

- **Design 8 Months**
- **April 27, 2022** — **BPW Awards Design Contract to RK&K**
- **December 2022** — **100% Construction Document Review**
- **February 2023** — **Bids Due**
- **Construction: 8 Months from Notice to Proceed**
- **July 19, 2023** — **BPW Construction Contract Award to The Berg Corporation, LLC**
- **August 2, 2023** — **Kick-off Meeting/Notice to Proceed**
- **July 2024** — **Substantial Completion**
- **September/October 2024** — **Completion**



# Parking

- Main Campus
  - Parking Lots
    - Student Lots
    - Employee Lots
  - South Pavilion
  - West Pavilion
  - North Pavilion
- Harbor Location
- Reisterstown Plaza Center
- Radio Station









BALTIMORE CITY COMMUNITY COLLEGE

President's Report
September 18, 2024

# Deferred Maintenance - Five-Year Capital Program
# FY2026 Request Project List

| | | | |
|---|---|---|---|
| **Replace LSB Air Handling Units and Controls**<br>**$13,000,000** | **Replace Air Handlers and hot water boilers at the West Pavilion**<br>**$1,650,000** | **Replace Hot Water Boilers and Water Heaters at Fine Arts**<br>**$1,100,000** | **Replace Air Handler and Controls at the South Pavilion**<br>**$2,600,000** |
| **Electrical Grid Upgrade – Phase 1**<br>**$2,500,000** | **Emergency Generator Upgrade**<br>**$4,872,000** | **Campus Sub-Metering and Lighting Upgrades**<br>**$5,740,000** | **Replace Windows at the Main Building**<br>**$1,000,000** |
| | **Campus Wayfinding Signage**<br>**$550,000** | **Total $33,012,000** | |

BALTIMORE CITY COMMUNITY COLLEGE

# Leased Properties Revenue & Expenditures

Exhibit 10.2

| Annualized Rent Charges FY2025 | |
|---|---|
| **Location/Division** | **Estimated Annual Rent** |
| Workforce | 504,000.00 |
| BioPark ** | 2,319,270.12 |
| College Reisterstown Plaza | 288,534.00 |
| WBJC Reisterstown Plaza | 95,190.00 |
| WBJC Land Rent | 23,663.67 |
| Student Parking Lot | 82,236.00 |
| Total Estimate Charges Rent (see note) | **3,312,893.79** |

**NOTE: ** Includes estimates for real estate taxes and Common area maintenance**

| Annualized Rent Revenue FY2025 | |
|---|---|
| Lockwood (estimate) | 2,200,000.00 |
| (Base Rent changes quarterly) as do percentage rents | |
| Tower Rental: | |
| AT&T | 62,492.35 |
| iHeart Media | 70,515.36 |
| NOAA | 17,646.00 |
| | **150,653.71** |
| Total Estimated Revenues | **2,350,653.71** |

# Maryland Higher Education Commission

**September 18, 2024**

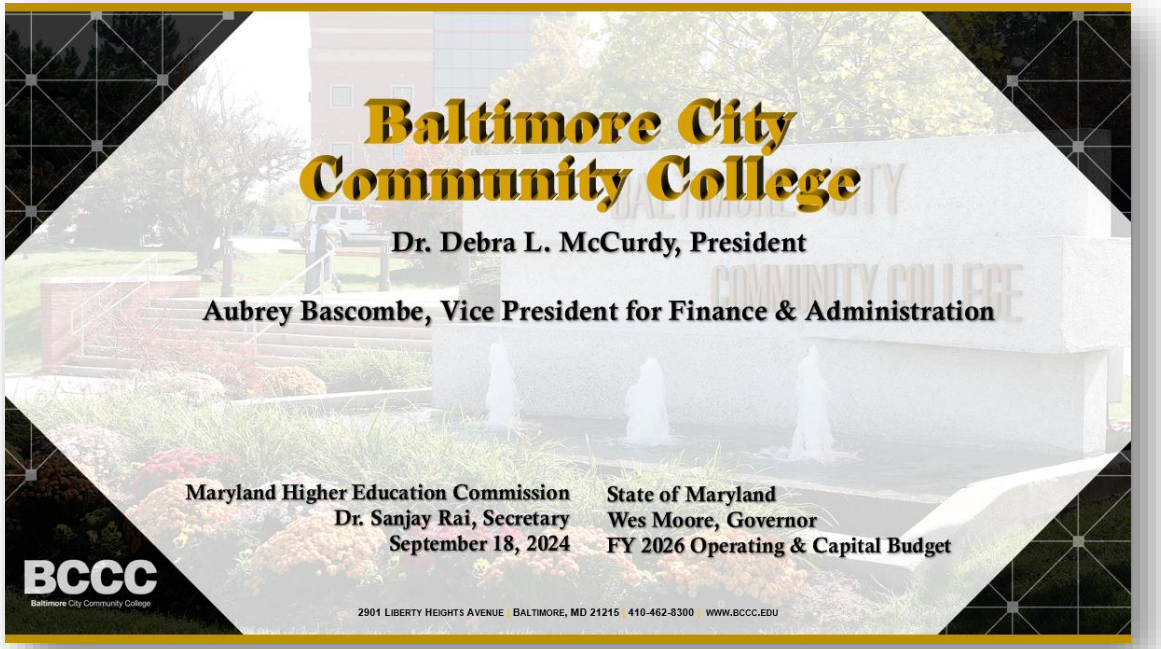
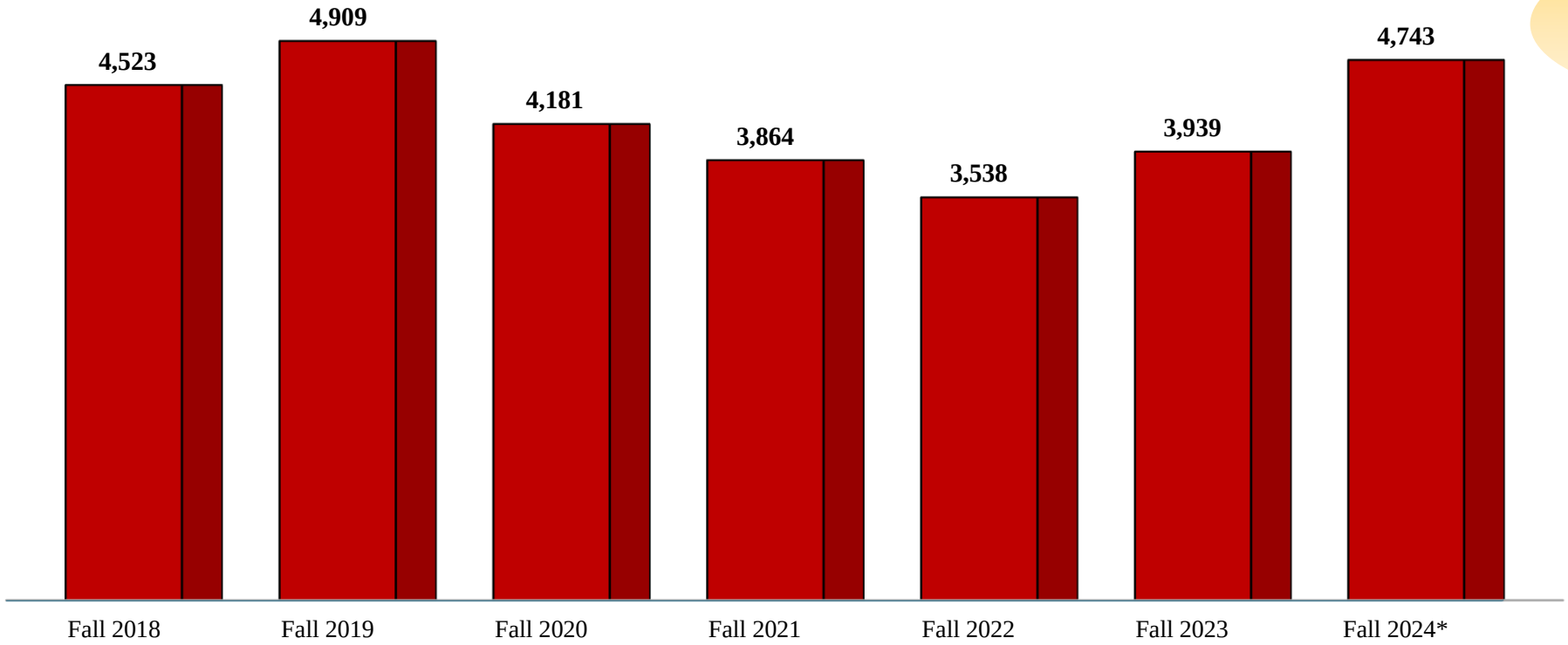



Exhibit 10.2

- Mission, Vision, Values Economic Impact
- Student Enrollment
- Access Success
  - Expanding Financial Literacy
  - Systematic Alignment Approaches
- Student Success
  - High-Quality Instruction
  - Strategies
  - Retention
  - Graduation
- Institutional Innovation
  - Information Technology
  - FY2026 Budget Requests by Programs
  - FY 2026 Operating Budget Revenues & Expenditures
  - Community College Instruction
  - Deferred Maintenance
  - Bard Building/Center for Innovation
  - Strategic Plan Alignment

# Enrollment

Trends in Credit Enrollment Fall 2018 – 2024*




***Fall 2024 as of September 18, 2024**

***Fall 2024 is 22.7% ahead of the same point in Fall 2023**

**MHEC Fall 2024 Projection 4,649**

BCCC
Baltimore City Community College

Source: BCCC Enrollment Information System (EIS) files (Fall 2018 - Fall 2023) and Student Information System (Fall 2024). | Office of Institutional Research

# Access: Systematic Alignment Approaches

Exhibit 10.2

- Realignment of institutional planning priorities (accreditation, strategic/unit-level/master plans, academic and non-academic assessment)
- Redesign developmental education courses that include co-requisite models to facilitate improved course progression, persistence, and completion.
- Increase completion with the customization of developmental math and reading/English courses in alignment with Maryland's Blueprint for Baltimore City high schools
- Expand career exploration support to assist students in identifying academic and career pathways
- Increase courses offered in partnership with the Department of Public Safety and Correctional Services (DPSCS)

# Accreditation Update

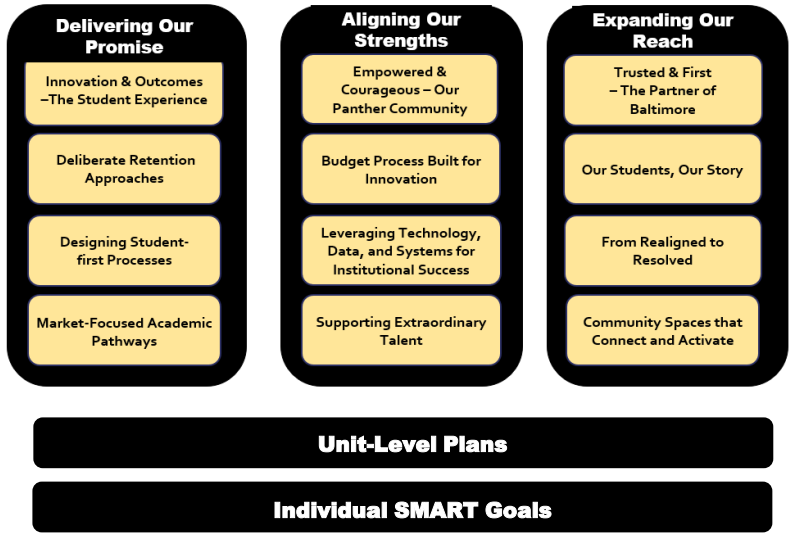
Exhibit 10.2

- Middle States Commission on Higher Education (MSCHE)
  - October 9 & 10, 2024 Commission Meetings
  - BCCC Awaiting the Notification of Commission Action (Fall 2024)
- Business and Technology
  - ACBSP Site Visit (October 8 – 11, 2024)
- Nursing
  - Accreditation Reaffirmed
- Paramedic – Emergency Medical Services (EMS)
  - Probation

**Institutional Master Plans**
**Academic Master Plan**
**Business Continuity Master Plan**
**Communications & Marketing Master Plan**
**Enrollment & Retention Master Plan**
**Facilities Master Plan**
**Information Technology Master Plan**

# Strategic Plan Alignment

## 2024-2029 Strategic Plan Framework (draft)




| MSCHE Standards for Accreditation, 13th Ed. | Standard I – Mission & Goals | Standard II – Ethics & Integrity | Standard III – Design & Delivery of the Student Learning Experience | Standard IV – Support of the Student Learning Experience | Standard V – Educational Effectiveness Assessment | Standard VI – Planning, Resources & Institutional Improvement | Standard VII – Government, Leadership & Administration |
|---|---|---|---|---|---|---|---|
| MHEC 2022 MD State Plan for Higher Education | Goal 1 – Access | Goal 2 – Success | Goal 2 – Success<br>Goal 3 – Innovation | Goal 2 – Success<br>Goal 3 – Innovation | Goal 2 – Success | Goal 1 – Access<br>Goal 3 – Innovation | Goal 2 – Success |
| MD General Assembly 2017 BCCC Realignment Tasks | Task 1 – Review and strategically align core course offerings<br>Task 2 – Prioritize workforce development and job placement<br>Task 3 – Improve student pathways to success<br>Task 4 – Establish student pathways with City Schools and higher education institutions<br>Task 5 – Align budget with realistic projections<br>Task 7 – Establish strong relationships with stakeholders<br>Task 8 – Develop and market a brand for BCCC<br>Task 9 – Address IT and infrastructure<br>Task 12 – Review and revise the Strategic Plan | Task 8 – Develop and Market a Brand for BCCC<br>Task 11 – Identify any barriers in state or local laws or regulations that impede operations | Task 9 – Address IT and infrastructure | Task 2 – Prioritize workforce development and job placement<br>Task 3 – Improve student pathways to success | Task 2 – Prioritize workforce development and job placement<br>Task 3 – Improve student pathways to success | Task 1 – Review and strategically align core course offerings<br>Task 5 – Align budget with realistic projections<br>Task 6 – Comprehensive review of all positions<br>Task 8 – Develop and market a brand for BCCC<br>Task 8 – Develop and market a brand for BCCC<br>Task 9 – Address IT and infrastructure<br>Task 10 – Develop or sell underutilized real estate<br>Task 11 – Identify any barriers in state or local laws or regulations that impede operations<br>Task 12 – Review and revise the Strategic Plan | Task 2 – Prioritize workforce development and job placement<br>Task 4 – Establish student pathways with City Schools and higher education institutions<br>Task 6 – Comprehensive review of all positions<br>Task 7 – Establish strong relationships with stakeholders<br>Task 11 – Identify any barriers in state or local laws or regulations that impede operations |
| BCCC 2018-2022 Strategic Plan superseded by Realignment Tasks 2024-2029 in-process | Goal 1 – Student Success | Goal 1 – Student Success | Goal 1 – Student Success<br>Goal 2 – Community Engagement | Goal 1 – Student Success<br>Goal 2 – Community Engagement | Goal 1 – Student Success<br>Goal 3 – Institutional Framework | Goal 3 – Institutional Framework | Goal 2 – Community Engagement<br>Goal 3 – Institutional Framework |
| BCCC 2014-2017 Academic Master Plan 2024-2029 in-process | Goal 1 – Academic Success | Goal 1 – Academic Success | Goal 1 – Academic Success<br>Goal 4 – Effective Technology | Goal 1 – Academic Success<br>Goal 4 – Effective Technology | Goal 1 – Academic Success<br>Goal 4 – Effective Technology | Goal 3 – Physical Learning Environment<br>Goal 5 – Revenue | Goal 2 – Effective Operations |
| BCCC 2013-2018 Strategic Enrollment Management & Retention Plan 2019-Present Updated Annually 2024-2029 in-process | Goal 1 – Stabilize Enrollments<br>Goal 5 – Responding to Economic Forces | | Goal 6 – Creating a Culture of Evidence | Goal 2 – Linking Academic and Student Service Programs<br>Goal 4 – Transforming Retention Rates | Goal 3 – Improving Services<br>Goal 6 – Creating a Culture of Evidence | Goal 3 – Improving Services<br>Goal 6 – Creating a Culture of Evidence | Goal 5 – Responding to Economic Forces |
| BCCC 2020 Facilities Master Plan | Priority 1 – Address Deferred Maintenance<br>Priority 2 – Replace Aging Structures<br>Priority 3 – Grow New Programs | | Priority 1 – Address Deferred Maintenance<br>Priority 3 – Grow New Programs | Priority 1 – Address Deferred Maintenance<br>Priority 3 – Grow New Programs | Priority 2 – Replace Aging Structures<br>Priority 3 – Grow New Programs | Priority 1 – Address Deferred Maintenance<br>Priority 2 – Replace Aging Structures | Priority 3 – Grow New Programs |
| BCCC 2023 IT Master Plan | | Goal 1 – ERP Implementation | Goal 1 – ERP Implementation<br>Goal 2 – Technology Refresh | Goal 1 – ERP Implementation<br>Goal 2 – Technology Refresh | Goal 1 – ERP Implementation<br>Goal 2 – Technology Refresh | Goal 1 – ERP Implementation<br>Goal 2 – Technology Refresh<br>Goal 3 – Disaster Recovery Solution | Goal 1 – ERP Implementation<br>Goal 2 – Technology Refresh<br>Goal 3 – Disaster Recovery Solution |

# Plan Implementation & Management

Exhibit 10.2

## Phase 3: Living Out the Plan – Strategic Action

**Step 10: Community Affirmation & Board Approval** — May-October 2024
**Step 11: Software and Project Plan Development** — September 2023-May 2025
**Step 12: Implementation Support** — August 2024-September 2025

**Annual Institutional KPIs**
**MHEC Performance Accountability Measures**
**DBM Managing for Results Measures**

SPOL

### Planning

- Capture all institutional planning activities that support the mission, vision and values
- Focus improvements around identified deficiencies

### Budgeting

- Integrate strategic goals with financial planning to optimize impact using zero-based budgeting
- Identify wasteful spending and focus financial resources in a transparent and equitable way

### Assessment

- Create an intuitive framework that supports ongoing assessment and Program Review
- Discover trends in performance with filterable visualizations

# President's Report

Exhibit 10.2

BALTIMORE CITY
COMMUNITY COLLEGE

Board of Trustees
September 18, 2024

**Debra L. McCurdy, PhD**
**President**

# Task Twelve Evidence

| Exhibit | Report Page Number |
|---|---|
| 12.1 Middle States Commission on Higher Education (MSCHE) Self-Study Faculty & Staff "Readiness Session #8" April 26, 2024 | 50 |
| 12.2A MSCHE Statement of Accreditation Letter, Reaffirmed | 52 |
| 12.2 CREDO Baltimore City Community College Community Engagement January 24, 2024 | 53 |
| 12.3 BCCC Community Day Numbers | 53 |
| 12.4 CREDO Baltimore City Community College Planning Team March 4, 2024 | 55 |
| 12.5 Theme & Planning Group Session "MD State Plan for Higher Education and BCCC Key Performance Indicators (KPIs)" April 3, 2024 | 55 |
| 12.6 2024-2029 Draft Strategic Plan Framework | 55 |
| 12.7 Research MCCs | 55 |
| 12.8 SPOL Continuous Quality Improving | 55 |
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BCCC

Baltimore City Community College

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*Faculty & Staff "Readiness Session #8"*

**April 26, 2024 11:00AM**

# M□□□□□□□□-□□d□2024

## BCCC Mission

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

## BCCC Vision

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

## Core Values

- Integrity
- Teaching
- Respect
- Learning
- Diversity
- Excellence
- Leadership
- Professionalism

# MSCHE Self-Study Timeline Overview

- Draft #1 Self-Study Deadline, April 24, 2023
- Draft #2 Self-Study Deadline, June 30, 2023
- Draft #3 Self-Study Deadline, December 15, 2023
- Draft #4 Self-Study Deadline, November 1, 2023
- MSCHE Conference, December 4 - 6, 2023
- Team Chair Campus Visit, December 8, 2023
- Draft #5 Self-Study Deadline, December 15, 2023
- Professional Development (Faculty & Staff Draft Review), January 2024
- Draft #8 Self-Study Deadline, February 1, 2024
- Final Self-Study Report Due to MSCHE, March 15, 2024
- Self-Study Team Campus Visit, April 28 - May 1, 2024
- Institutional Response, TBD

Faculty, Staff, and Student Campus Visit

**"Readiness Sessions"**

**February – April 2024**

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Baltimore City Community College

Exhibit 12.1

# MSCHE Self-Study Institute
## (October-November 2021)

MSCHE SSI 2021 AGENDA

**Week 1 – Tuesday, October 5**

| Session | Type | Availability | Participant Type |
|---|---|---|---|
| *Overview of Accreditation and the Self-Study Process* | Plenary | Live | A and B |
| *Leadership of the Self-Study Process* | Concurrent Session | Live | A only |
| *Approaches to Self-Study and Overview of the Self-Study Design Template* | Recorded Session | On Demand | A and B |
| *The Self-Study Timeline* | Recorded Session | On Demand | A and B |

**Week 2 – Friday, October 15**

| | | | |
|---|---|---|---|
| *Connecting Institutional Priorities and the Self-Study Process* | Plenary | Live | A and B |
| *Refining Institutional Priorities and Self-Study Outcomes* | Concurrent Session | Live | A only |
| *Developing the Communication Plan* | Recorded session | On Demand | A and B |

**Week 3 – Tuesday, October 19**

| | | | |
|---|---|---|---|
| *Organizational Structure of the Steering Committee and Working Groups* | Plenary | Live | A and B |
| *Developing Working Group Charges* | Concurrent Session | Live | A only |
| *Guidelines for Reporting* | Recorded Session | On Demand | A and B |

**Week 4 – Friday, October 29**

| | | | |
|---|---|---|---|
| *Applying the Standards and Demonstrating Compliance through Assessment* | Plenary | Live | A and B |
| *Addressing the Requirements of Affiliation as well as the Standards* | Concurrent Session | Live | A only |
| *The Team Profile* | Recorded session | On Demand | A and B |
| *The Visits Associated with Self-Study* | Recorded Session | On Demand | A and B |

**Week 5 – Tuesday, November 16**

| | | | |
|---|---|---|---|
| *Identifying Appropriate Data/Documentation for the Evidence Inventory* | Plenary | Live | A and B |
| *Developing a Strategy for Organizing the Evidence Inventory* | Concurrent Session | Live | A only |
| **Concluding Remarks** | Recorded Session | On Demand | A and B |

# MSCHE Liaison Meetings
## Dr. Terrance Peavy, Vice President Institutional Field Relations

MSCHE
MIDDLE STATES COMMISSION ON HIGHER EDUCATION

**Post Self Study Institute**

**MSCHE-Baltimore City Community College Meeting**

**January 21, 2022**

1. Introductions
2. Post SSI Reactions
3. Status/Updates
   a. Steering Committee
   b. Working Groups
   c. Institutional Priorities
   d. Self-Study Design
   e. Self-Study Timeline
   f. Evidence Inventory
4. Self-Study Prep Visit
   a. Fall or Spring Visit
   b. Possible Dates
5. Next Steps/Remaining Questions

## Self-Study Design Team

**VPAA/ALO, VPIERP, SASS Dean, Dir. E-Learning, Dir. Inst. Research, Dir. Assessment**

**(January-July 2022)**

BCCC
Baltimore City Community College

# MSCHE Self-Study Design to Faculty & Staff □□ □□□□r 1 □□2022□

## Presidential Charge:

The **Self Study Design Committee** will:

- ❖ Identify content for and help to draft the College's Self Study Design.

The **Steering Committee** will:

- ❖ Drive the compilation of the Self Study Report.
- ❖ Co-Chair the Working Groups for each Standard.
- ❖ Help draft the Self Study Report narrative.

The **Working Groups** will:

- ❖Compose responses for each of the research questions within their assigned Standard.
- ❖Identify and collect evidence to support these responses.
- ❖Identify any opportunities for improvement.

Exhibit 12.1

# MSCHE Self-Study Design to Faculty & Staff □□ □□□□r-□ □□□□ □□r□2022□

## MSCHE Self-Study Design Committee:

I. Institutional Overview

II. Institutional Priorities to be Addressed in the Self-Study (Farrell, Lansaw)

III. Intended Outcomes of the Self-Study (Dyett, Price)

IV. Self-Study Approach (Mahmood, Terrill, Cook)

V. Organizational Structure of the Steering Committee & Working Groups (Hawkins, Ross)

VI. Guidelines for Reporting (Raines, Waitsman, Long)

VII. Organization of the Final Self-Study Report (K. Hall, Deutsch)

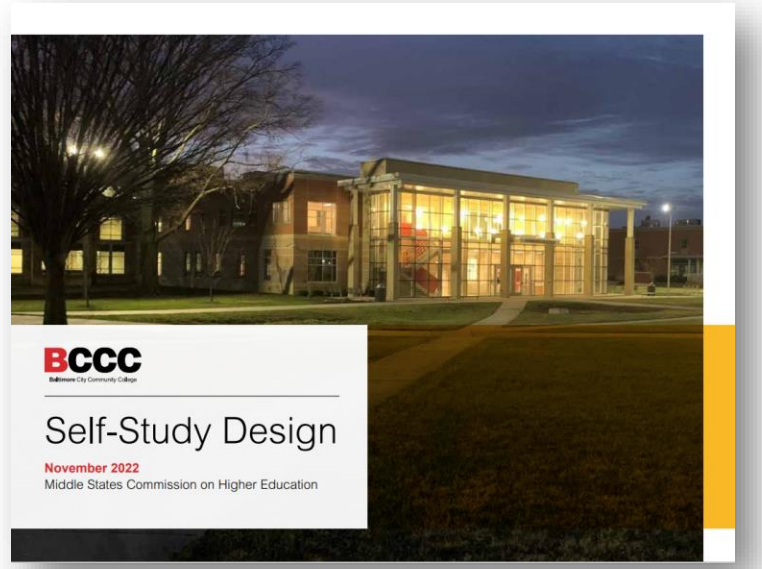
VIII. Verification of Compliance Strategy (Owens, McEachern, Pickett)

IX. Self-Study Timeline

X. Communication Plan (Berends, Dyett, Holland)

XI. Evaluation Team Profile (C. Hall, Shearin)

XII. Evidence Inventory Strategy

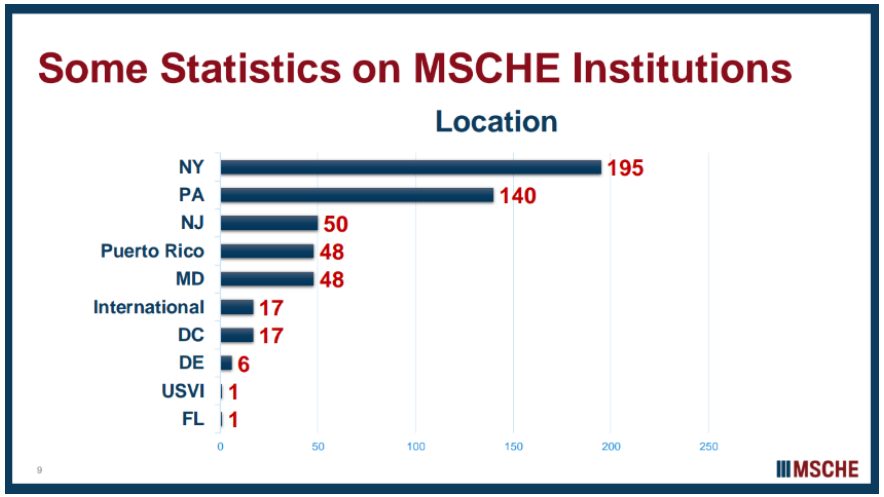


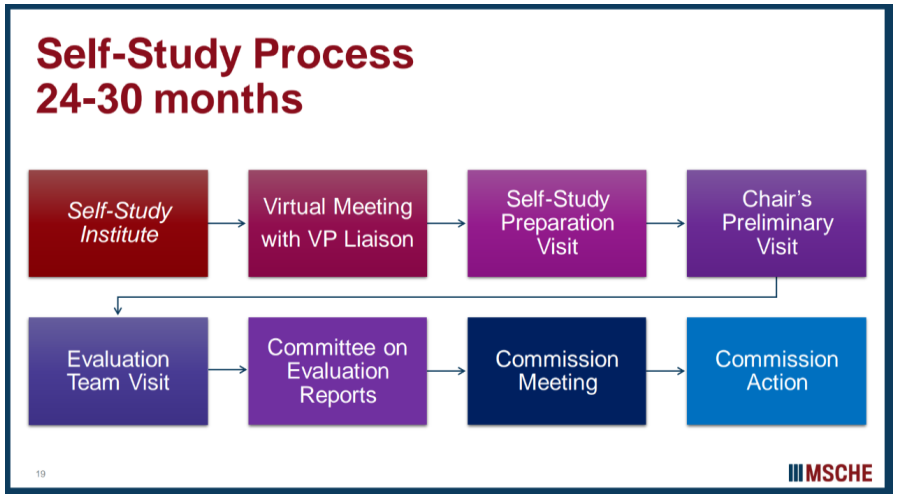

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Exhibit 12.1

# MSCHE Dr. Peavy Visits BCCC

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Middle States Commission on Higher Education
Baltimore City Community College

**Middle States Commission On Higher Education (MSCHE)**
**Self-Study Design Site Visit**

November 9th 2022 All meetings will use the following Zoom Link. Meeting ID: 254 855 1874

**MSCHE Liaison**

Dr. Terence Peavy — Vice President of Institutional Field Relations

Dr. Peavy comes to the Commission from the State University of New York's (SUNY) Fashion Institute of Technology where he served as Assistant Vice President for Enrollment Management. In this role, he managed undergraduate admissions, financial aid, registrar, international student services, educational opportunity programs, and the campus card office. He has over 28 years of higher education experience and has held executive leadership roles in enrollment management at a number of MSCHE institutions. Dr. Peavy obtained his B.A. from York College of Pennsylvania in Speech Communications and his M.Ed. in Educational Supervision and Leadership from Fordham University. He later earned his Ed.D. in Organizational Leadership Studies from Northeastern University in Boston, MA.

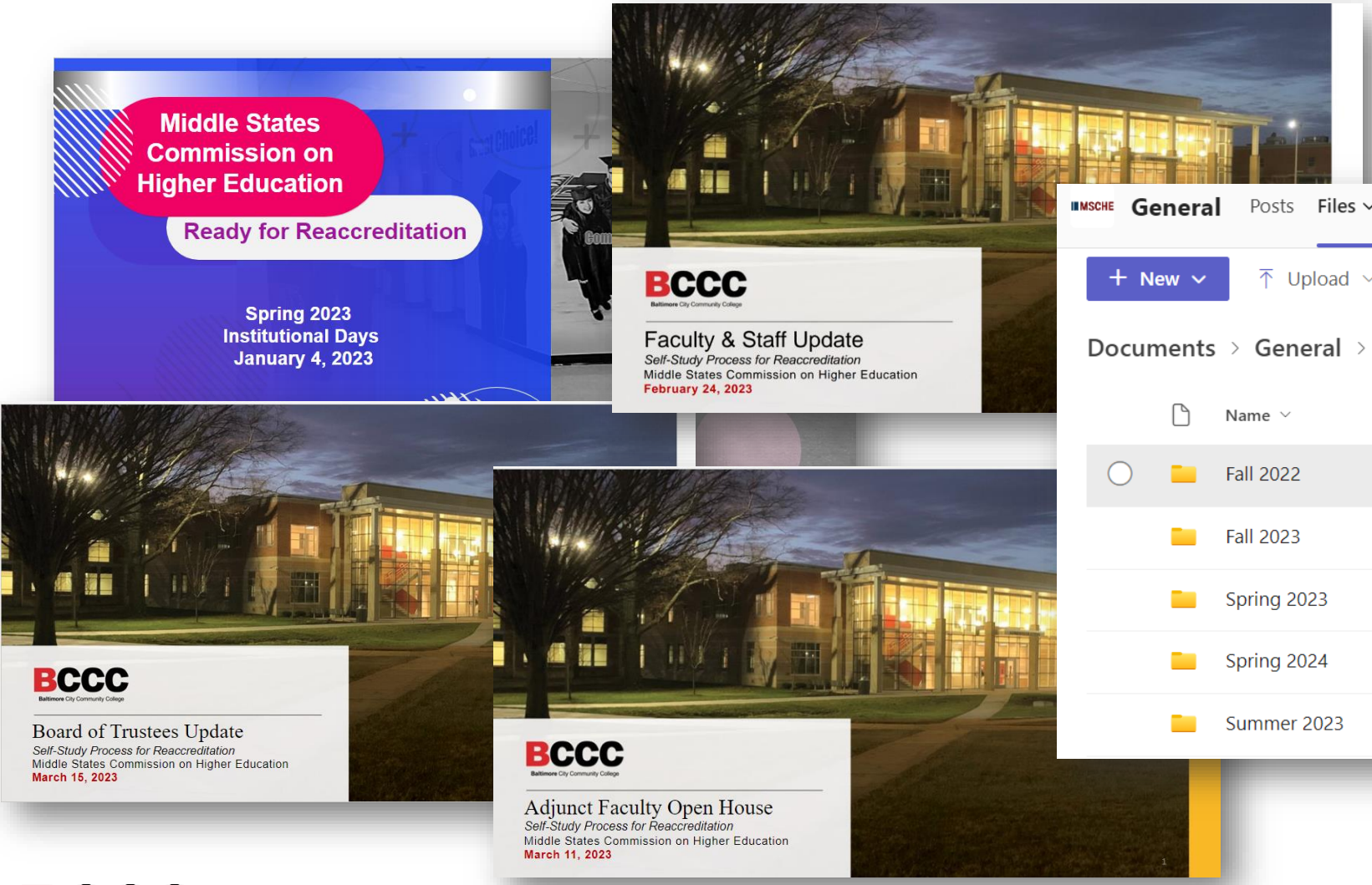
**Agenda**

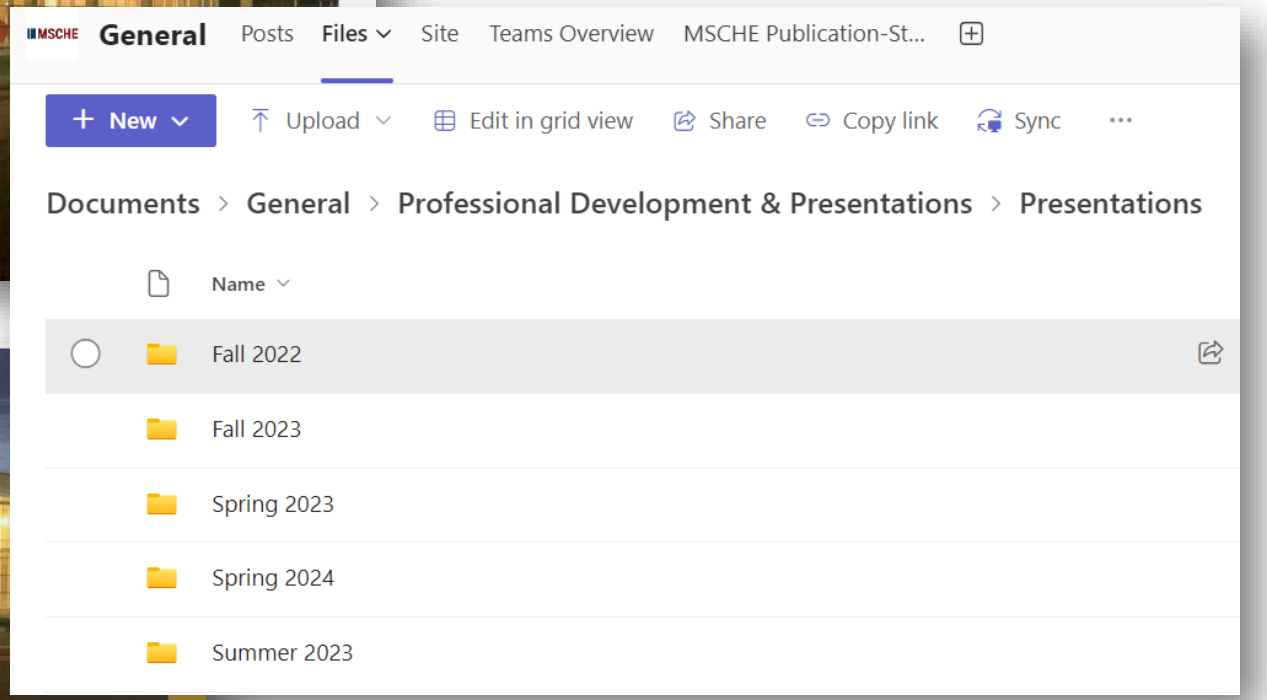
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|---|---|
| **08:45 – 09:00** | **Self-Study Coordinators** |
| **09:00 – 09:30** | **President Debra L. McCurdy** |
| **09:30 – 11:00** | **Steering Committee** |
| **11:00 – 11:45** | **Cabinet Resource Team** |
| **12:00-12:30** | **Board of Trustees** |
| **1:00-1:45** | **MSCHE Session for Faculty, Staff & Students** |
| **2:00-2:30** | **Exit Briefing with Steering Committee Co-Chairs and Self Study Coordinators** |

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Exhibit 12.1

# MSCHE Faculty, Staff, Students, & Board Meetings

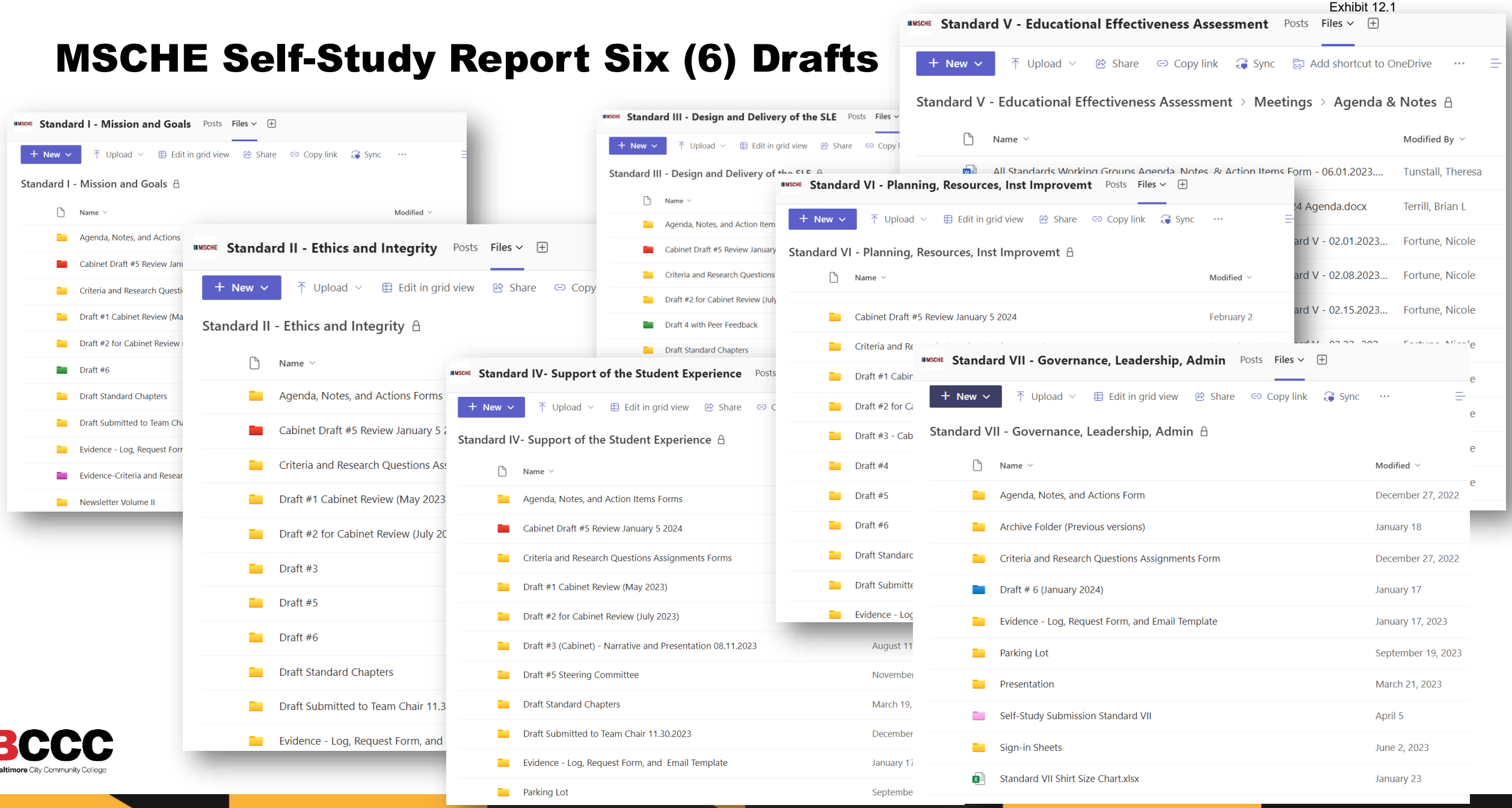



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Exhibit 12.1

# MSCHE Self-Study Report Six (6) Drafts




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Exhibit 12.1

# MSCHE Self-Study Design Presentation to Faculty & Staff

**Standard I**

Co-Chair, Michael Berends, Director of Marketing
Co-Chair, James Dyett, Professor and Program Coordinator, Physical Therapist Assistant Program
Member, Quintin Davis, Professor and Program Coordinator, Accounting
Member, Afreya Lucas, Assistant Director, EEO and Compliance
Member, Ja Hon Vance, Professor, English
Member, Dorothy Holley, Associate Dean, Nursing
Member, Kimberly Woolford, Accounts Clerk I
Member, Jeffrey Grell, Professor, Mathematics
Administrative Support, Crystal Lucas, Administrative Assistant, BSTEM

Exhibit 12.1

# MSCHE Self-Study Working Groups

**Standard I**

Co-Chair, Michael Berends, Director of Marketing
Co-Chair, James Dyett, Professor and Program Coordinator, Physical Therapist Assistant Program
Member, Quintin Davis, Professor and Program Coordinator, Accounting
Member, Afreya Lucas, Assistant Director, EEO and Compliance
Member, Ja Hon Vance, Professor, English
Member, Dorothy Holley, Associate Dean, Nursing
Member, Kimberly Woolford, Accounts Clerk I
Member, Jeffrey Grell, Professor, Mathematics
Administrative Support, Crystal Lucas, Administrative Assistant, BSTEM

**Standard II**

Co-Chair, Bryan Miller, Director of Disability Support Services
Co-Chair, Shawnette Shearin, Director of Budgets and Contracts
Member, Tad Delay, Assistant Professor, Philosophy
Member, Richard Walsh, Senior Analyst & Budget Coordinator
Member, Saleem Chaudry, Director of Financial Aid, Standard II
Member, Naesea Price, Professor, Developmental English
Member, Kenneth Hopkins, Manager, Job Placement & Employer Management
Administrative Support, Nisha Thomas, Administrative Assistant to the Vice President, Student Affairs

Exhibit 12.1

# MSCHE Self-Study Working Groups

**Standard III**

Co-Chair, Ghazanfar Mahmood, Associate Dean of Nursing & Health Professions
Co-Chair, Brian Terrill, Director of E-Learning
Member, Sherri Anna Brown, Assistant Vice President, Student Affairs
Member, Fred Paraskevoudakis, Professor, Physical Science
Member, Leslie Jackson, Director, TRIO Student Support Services
Member, Kevin Johnson, Director, Mayor's Scholars Program
Member, Alana Hays, English Language Services
Member, Scott Saunders, Associate Dean, Mathematics and Engineering
Member, Darlene Godwin, Program Coordinator, Early Childhood Education
Member, Darryl Rogers, Director, Adult Basic Education
Member, Patricia Fisher, Contract Technician
Administrative Support, Lynette Little, Administrative Assistant, BSTEM

**Standard IV**

Co-Chair, Anthony McEachern, Associate Dean for Arts & Social Sciences
Co-Chair, Donna Thomas, Interim Vice President for Student Affairs
Member, Jamie Gillis, Coordinator, E-Learning
Member, Dawna Attig, Director of Client Services
Member, Wendy Harris, Associate Registrar
Member, Elizabeth Van Pate, Director of the Learning Commons / Library Services
Member, Charice Hayes, Assistant Professor, Business Administration
Member, Tamara Payne, Assistant Professor, Visual Arts
Member, Constance Mannone, Electronic Resource Librarian
Administrative Support, Carol Taylor, Administrative Assistant, Disability Support Services

Exhibit 12.1

# MSCHE Self-Study Working Groups

**Standard V**

Co-Chair, Nicole Fortune, Director of Assessment
Co-Chair, Katana Hall, Faculty Senate President, Program Review & Evaluation Committee Chair, Professor of English and Theatre
Member, Chuck Marquette, Director of Workforce Development
Member, Paul Long, Professor, English
Member, Carole Quine, Chair of the Student Learning Outcomes Assessment Committee, Professor, Developmental English
Member, Duane Norwood, Director of Special Programs
Member, John Pickett, Professor, English
Member, Anil Malaki, Associate Dean, Natural and Physical Sciences
Member, Tiloy Gilyard, Assistant Professor, Respiratory Care
Member, Rasheedah Evans, Program Coordinator, TRIO SSS-STAIRS
Administrative Support, Theresa Tunstall, Administrative Assistant, SASS

Exhibit 12.1

# MSCHE Self-Study Working Groups

## Standard VI

Co-Chair, Anna Lansaw, Director of Procurement
Co-Chair, Peter Farrell, Deputy Chief Information Officer
Member, Kate Zurlage, Assistant Vice President of Facilities
Member, Bob Iweha, Professor, Anatomy & Physiology
Member, Charles Wilson, Research Analyst II
Member, Denise Holland, Faculty Senate Vice President, Associate Professor and Program Coordinator of Cybersecurity and Assurance
Member, Phillip Gatling, Director of Student Life and Engagement
Member, Sylvia Rochester, Bookstore Manager
Administrative Support, Takiyah Hamilton, Administrative Assistant, Information Technology

## Standard VII

Co-Chair, Eileen Waitsman, Controller
Co-Chair, Patricia Raines, Bursar / Director of Student Accounting
Member, Noah Northcott-Grant, Director of English Language Services
Member, Natasha Williams, Director of the Testing Center
Member, Petal Sumner, Curriculum & Instruction Committee Chair, Program Review & Evaluation Committee, Student Learning Outcomes Assessment Committee, Professor and Program Coordinator of Mathematics and Actuarial Science
Member, Edna Street-Jones, Professor and Program Coordinator, Dental Hygiene
Member, James Revis, Maintenance Carpenter
Member, Ishwor Aryal, Director of Enterprise Applications
Member, Melissa Baldwin, Assistant Bursar / Assistant Director of Student Accounting

Exhibit 12.1

# MSCHE Self-Study Working Groups

## Verification of Compliance

Co-Chair, Maria Rodriguez, General Counsel
Co-Chair, Lyllis Green, Chief Internal Auditor
Member, Keenan Jones, Director of Grants
Member, Saleem Chaudry, Director of Financial Aid
Member, Marshall Goodwin, Director of Public Safety
Member, Karen King-Sheridan, Assistant Vice President, Academic Engagement & Partnerships
Member, Jorge Beder, Manager of Accounting

## Communications & Events

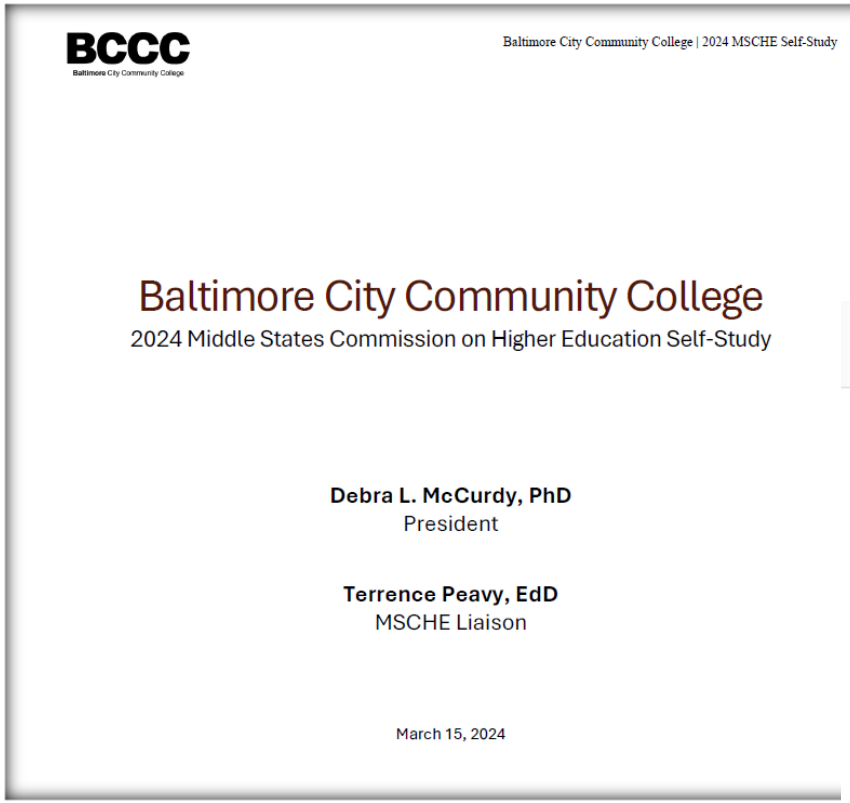
Chair, Michael Berends, Director of Marketing
Member, Richard Miles, Manager, BCCC Radio Station WBJC
Member, Carol Griffith, Project Manager, Information Technology Services
Member, Juliana Hawk, Professor and Program Coordinator, Psychology
Member, Jason Quick, Senior Graphic Designer

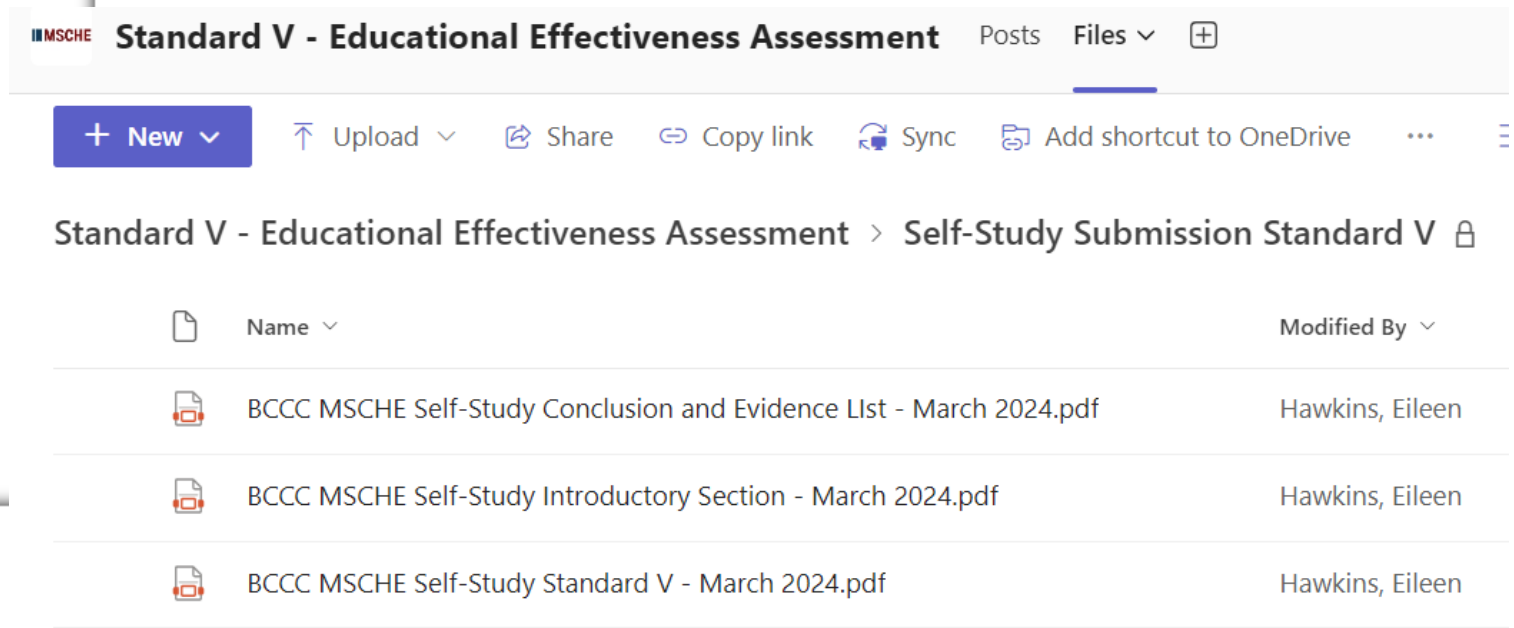
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- The Team will focus on the 2013-14 Self-Study Outcomes
  - 2014 BCCC Placed on Warning
  - 2015 Monitoring Report (BCCC Removed from Warning)
  - 2016 Monitoring Report
  - 2018 Progress Report
- Tell Your Story (e.g. Realignment, ERP). Don't hide what occurred.
- Address Your Gaps. Don't let the Team come and find your gaps. It's a Self-Study.
- BCCC is moving in the right direction with Dr. McCurdy's leadership.
- Four Areas of Focus:
  - Budget Process
  - Strategic Plan/Unit Level Plans/Master Plans
  - Academic & Non-Academic Assessment
  - Policies & Procedures
- The Team are peers volunteers and here to help.

Exhibit 12.1

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**Cabinet Instructions**
**Self-Study Report Review**

**Directions**

1. Copy and paste the Communication and send to your faculty and staff.
2. Review how all employees access the Self-Study Report via the respective Cabinet meetings this Wednesday, Thursday, Friday.
3. Conduct a high-level (headers) review of the **Executive Summary**
   a. **Realignment**
   b. **Covid-19**
   c. **Legislation**
   d. **ERP**
4. Conduct a high-level (headers) review of the **Introduction**
   a. **Standards I-VII**
   b. **Requirements of Affiliation related to each Standard**
5. Use the **Question Bank** for faculty and staff to discuss sample questions. Use the Self-Study Report to develop additional questions.

**Question Bank**

1. Cabinet
   a. What is the campus climate? How has it impacted morale? What's your role?
   b. What is the most significant change you've seen since you've been employed at the College?
   c. What are the good things we are doing?
   d. What's your role in improving institutional performance?
   e. What's your responsibility in developing your staff/faculty?
   f. How do you define the College as a state agency?
2. General
   1. What does it mean to be a quasi-State agency?
   2. Why was a piece of evidence called something different that how it is referred to at BCCC?
3. Standard I
   a. How does the College assess its mission and goals?
   b. What was the impact of COVID-19 on the College's planning?
   c. Do you know the mission statement? How would you describe it?
   d. Do you know where you would find the official mission statement?
   e. How does your department support the mission?
   f. How were you involved in the strategic planning process?
   g. What are the current strategic planning priorities?
   h. Do you believe the College has made progress toward achieving the identified strategic goals?

BCCC
MSCHE Self-Study Evaluation Team Request
Baltimore City community College

   i. Are budget decisions made based on the strategic goals of the College?
   j. What do you believe have been the major accomplishments of BCCC over the last ten years?
   k. How do College processes/activities reflect attention to human diversity?
   l. How does the College support the community at large?
   m. How has your department created/modified processes to increase institutional effectiveness?
   n. What are the good things we are doing related to Standard I?
   o. What are you doing well?
4. Standard II
   a. How would you describe the shared governance process at BCCC? Do you think staff have sufficient input into decisions that affect them?
   b. Do units across campus work collaboratively? How well does this work? What might be improved?
   c. Do you understand the FERPA policy and process?
   d. How has your department created/modified processes to increase institutional effectiveness?
   e. What are the good things we are doing related to Standard I?
   f. What are you doing well?
5. Standard III
   a. Are you familiar with the student learning outcomes?
   b. Do you support the student learning outcomes?
   c. How does your department contribute to student learning and development?
   d. How does your department assess or evaluate effectiveness?
   e. Describe the program review process used at BCCC.
   f. Are staff provided with professional development opportunities?
   g. How is a new course and/or program developed?
   h. Can students get the courses they need to complete a degree in a timely manner?
   i. How are non-credit course outcomes assessed?
   j. What are the requirements for non-credit instructors?
6. Standard IV
   a. Are students provided with adequate support services?
   b. Are facilities appropriately maintained at BCCC?
   c. What is the advising process? Is it appropriate to support student learning?
   d. How does the College assess student satisfaction?
   e. Is the library an integral part of the student experience?
   f. Is enrollment rising/falling/stabilizing?
7. Standard V
   a. Are you familiar with the student learning outcomes?
   b. Do you support the student learning outcomes?
   c. How does your department contribute to student learning and development?
   d. How does your department assess or evaluate effectiveness?
   e. Describe the program review process used at BCCC.
   f. How does your department evaluate the student learning and development which occurs in your area? What changes have you made as a result of the evaluation?
   g. Are faculty appropriately qualified?
   h. How is a new course and/or program developed?
   i. How do faculty members participate in decision making?
   j. How are faculty members involved in institutional committees?
8. Standard VI

BCCC
MSCHE Self-Study Evaluation Team Request
Baltimore City community College

   a. Are staff provided with professional development opportunities?
   b. Are staff appropriately qualified?
   c. What is the College's budget process? How are resources allocated?
   d. Do you feel that the faculty, administration, and staff are all working towards accomplishing the institution's mission and purpose?
   e. How are planning and the budget tied together?
9. Standard VII
   a. How would you describe the shared governance process at BCCC? Do you think staff have sufficient input into decisions that affect them?
   b. How does the Board of Trustees help the institution's accomplishment of its mission and goals?
   c. What is the mechanism for communication with the Board?
   d. Does the College have appropriate policies and procedures in place?

**Cabinet Communication for Faculty/Staff**

Greetings, All,

Please see the information below for use in the email correspondence to the college community.

**INSTRUCTIONS FOR CABINET LED REVIEW FOR MSCHE SELF-STUDY REPORT**

The Self -Study Report Readiness session is designed to further prepare faculty and staff to interact with the team if interviewed. Please read the attached Self-Study Report prior to meeting with your Cabinet member. Reading the report will assist you in providing responses to questions the MSCHE Visiting Evaluation Team could potentially ask during the visit.
Click on the link below to access the Self-Study Report.
Self-Study Report

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## Day One

- **The visit begins with an initial team meeting, the host's "Get-Acquainted" program, and the first working session of the team.**
- **The "Get-Acquainted" program hosted by the institution in an informal setting may be a dinner or reception, or both, and usually occurs the first evening of the visit; it is the team's first contact with the institution and sets the tone for the visit.**
- **The program should be simple and brief.**
- **Attendees by invitation.**

## Day Two & Day Three

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MIDDLE STATES COMMISSION ON HIGHER EDUCATION

***Interviews***

**The principal activities for the two days which follow include interviews with institutional officers and groups as well as scheduled daily team meetings. Interviewees by invitation once the agenda is finalized.**

***Requests for Schedule Changes***

**It is not unusual for the Team Chair to request adjustments to the schedule while onsite. All efforts should be made to accommodate the team's meeting request changes.**

***Requests for Additional Documentation***

**It is also common that the team will request additional documentation during the visit. If additional documentation is requested, it should be uploaded to the Evidence Inventory in the MSCHE portal in the Additional Documents area.**

# Day Two & Day Three

MSCHE
MIDDLE STATES COMMISSION ON HIGHER EDUCATION

***Team Members with Various Stakeholders***

**Team members meet with faculty, students, staff, administrators, trustees, and other members of the institutional community to confirm and clarify the information provided in the Self-Study Report and to gather additional perspectives, and, in some cases, additional information that was not available to them prior to the visit. The team examines the documentation and spends the latter part of the visit assembling its findings into the Self-Study Team Report.**

***Additional Location Visit***

**A location visit will occur during the Self-Study Evaluation Visit, the institution should arrange for travel and appropriate personnel to accompany the peer evaluator to the locations. Classroom visits are not a useful means of assessing institutional teaching and learning and should not be conducted as part of the visit.**

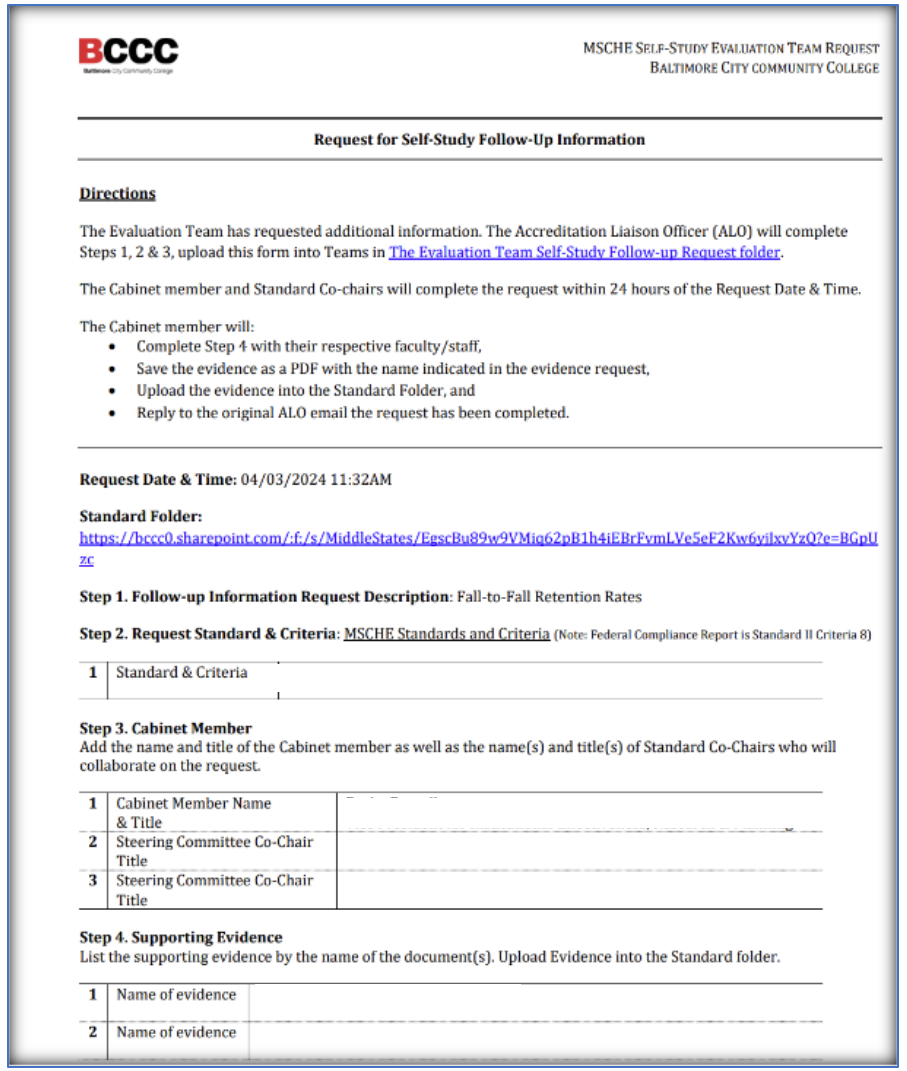
# Day Four

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**On the final day of the visit, the Team Chair will provide an oral version of the team report. The oral exit report is an internal event; external parties, such as the press, are not to be invited. At the conclusion of the oral exit report, the team promptly leaves the campus. There is no opportunity for questions or further interaction between the team and the institution.**

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1. Policy on Policy Development, Revision, and Communication of College Policies
2. Examples of completed program reviews that align with PREC Guidebook, #384
3. Cycle I and Cycle III Post Quality Reviews; Cycle II was provided #325
4. Aggregated results, by semester for the past 3 years, of student evaluations across all sections (Student Survey of Instruction)
5. What percent of sections are taught by FT vs. PT faculty, by semester, for past 3 years?
6. Does a Curriculum Manual exist to guide the work of faculty?
7. Do curriculum maps exist that demonstrate the coherence between the program's learning outcomes and the courses?
8. Information about FT faculty composition for past 3 years – percentage of faculty at each academic rank
9. Sample of PD sessions offered prior to the start of spring and fall semester – perhaps an agenda of the days.
10. Evidence of any formal mentoring/onboarding program for faculty
11. What is the fall-to-fall retention rate for 2022 and 2023?
12. Do you have evidence of the professional development participation of faculty and staff?
13. Organizational Chart for all other employees outside of Cabinet
14. Any relevant assessment data related to Standard VI
15. Performance Evaluation Template/Examples
16. Copies of signed BOT Conflict of Interest Forms. (p. 95)
17. Resumes and Credentials of President's cabinet. (p. 96)
18. Are there realignment reports for years 2021-2023. (p. 99)
19. Any assessment data related to Budget, Planning and the College's Master Plans.
20. How much money is set aside for faculty professional development each year? Can you provide data on expenditures for faculty PD for the past 3 years?
21. Can you provide more detail on the P-TECH program such as number of participating students, number of credits earned through program, courses offered, etc.?



BCCC

MSCHE Self-Study Evaluation Team Request
Baltimore City Community College

**Request for Self-Study Follow-Up Information**

**Directions**

The Evaluation Team has requested additional information. The Accreditation Liaison Officer (ALO) will complete Steps 1, 2 & 3, upload this form into Teams in The Evaluation Team Self-Study Follow-up Request folder.

The Cabinet member and Standard Co-chairs will complete the request within 24 hours of the Request Date & Time.

The Cabinet member will:

- Complete Step 4 with their respective faculty/staff,
- Save the evidence as a PDF with the name indicated in the evidence request,
- Upload the evidence into the Standard Folder, and
- Reply to the original ALO email the request has been completed.

**Request Date & Time:** 04/03/2024 11:32AM

**Standard Folder:**
https://bccc0.sharepoint.com/:f:/s/MiddleStates/EgscBu89w9VMiq62pB1h4iEBrFvmLVe5eF2Kw6yjlxvYzQ?e=BGpUzc

**Step 1. Follow-up Information Request Description**: Fall-to-Fall Retention Rates

**Step 2. Request Standard & Criteria**: MSCHE Standards and Criteria (Note: Federal Compliance Report is Standard II Criteria 8)

| | |
|---|---|
| 1 | Standard & Criteria |

**Step 3. Cabinet Member**
Add the name and title of the Cabinet member as well as the name(s) and title(s) of Standard Co-Chairs who will collaborate on the request.

| | | |
|---|---|---|
| 1 | Cabinet Member Name & Title | |
| 2 | Steering Committee Co-Chair Title | |
| 3 | Steering Committee Co-Chair Title | |

**Step 4. Supporting Evidence**
List the supporting evidence by the name of the document(s). Upload Evidence into the Standard folder.

| | |
|---|---|
| 1 | Name of evidence |
| 2 | Name of evidence |

Exhibit 12.1

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| Commission notifies the chair and the institution of due dates for submission of final team report, confidential brief and institutional response | Chair sends draft report to institution for correction of factual errors | Institution returns corrected draft to the chair | Chair uploads final report to the Commission's portal | Institution prepares formal institutional response to the team and **uploads to the Commission's portal** | Chair uploads a confidential brief to the Commission's portal |

Source: www.msche.org

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**Ms. Becky L. Burrell, Accreditation Liaison Officer, Co-Coordinator Self-Study**

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**Dr. Jacqueline A. Hill, Co-Coordinator Self-Study**

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**Ms. Eileen F. Hawkins, Co-Chair Self-Study Steering Committee**

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**Ms. Aundrea D. Wheeler, Co-Chair Self-Study Steering Committee**

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**www.bccc.edu\middlestates**

**www.msche.org**

Exhibit 12.2A

MSCHE
MIDDLE STATES COMMISSION ON HIGHER EDUCATION
1007 North Orange Street
4th Floor, MB #166
Wilmington, DE 19801
www.msche.org
Follow us: @mscheorg

# STATEMENT OF ACCREDITATION STATUS

*The Statement of Accreditation Status (SAS) is the official statement of the Middle States Commission on Higher Education (MSCHE) about each institution's current accreditation status and scope of accreditation. The SAS also provides a brief history of the actions taken by the Commission.*

| | |
|---|---|
| **Institution:** | **BALTIMORE CITY COMMUNITY COLLEGE** Baltimore, MD |
| **Address:** | 2901 Liberty Heights Avenue<br>Baltimore, MD 21215 |
| **Phone:** | (410) 462-8000 |
| **URL:** | **www.bccc.edu** |
| **Accreditation Liaison Officer (ALO):** | Ms. Becky Burrell |
| **Commission Staff Liaison:** | Dr. Bobby Nathan, Vice President |

Exhibit 12.2A

# Accreditation Summary

*For more information, see the Commission's* **Accreditation Actions Policy and Procedures**.

**Phase:** Accredited

**Status:** Accreditation Reaffirmed

**Accreditation Granted:** 1963

**Last Reaffirmation:** 2024

**Next Self-Study Evaluation:** 2031-2032

Exhibit 12.2A

# Alternative Delivery Methods

*The following represents approved alternative delivery methods included in the scope of the institution's accreditation:*

**Distance Education**

Approved to offer programs by this delivery method

**Correspondence Education**

Not approved for this delivery method

Exhibit 12.2A

# Credential Levels

## Approved Credential Levels

*The following represents credential levels included in the scope of the institution's accreditation:*

- **Postsecondary award (< 1 year)**
  Included within the scope
- **Postsecondary award (1-2 years)**
  Included within the scope
- **Associate's Degree or Equivalent**
  Included within the scope

Exhibit 12.2A

# Locations

*The following represents branch campuses, additional locations, and other instructional sites that are included within the scope of the institution's accreditation:*

| Location | Type |
|---|---|
| **Baltimore City Community College**<br>2901 Liberty Heights Avenue<br>Baltimore, MD 21215 | Main Campus |
| **Life Sciences Institute at the University of Maryland BioPark**<br>801 West Baltimore Street<br>Baltimore, MD 21201-1109 | Additional Location |
| **Bais Yaakov School**<br>6300 Smith Avenue<br>Baltimore, MD 21209 | Other Instructional Site |
| **Baltimore Design School**<br>1500 Barclay St.<br>Baltimore, MD 21202 | Other Instructional Site |
| **Baltimore School for the Arts**<br>712 Cathedral Street<br>Baltimore, MD 21201 | Other Instructional Site |
| **Business and Continuing Education Division**<br>710 E. Lombard Street<br>Baltimore, MD 21202 | Other Instructional Site |
| **Carver Vocational Technical High School**<br>2201 Presstman Street<br>Baltimore, MD 21216 | Other Instructional Site |
| **ConneXions**<br>2801 N. Dukeland Street<br>Baltimore, MD 21216 | Other Instructional Site |

| Location | Type |
|---|---|
| **Forest Park High School**<br>3701 Eldorado Avenue<br>Baltimore, MD 21207 | Other Instructional Site |
| **Green Street Academy**<br>125 North Hilton St.<br>Baltimore, MD 21229 | Other Instructional Site |
| **P-TECH at New Era Academy**<br>2700 Seamon Avenue<br>Baltimore, MD 21225 | Other Instructional Site |
| **Paul Laurence Dunbar High School**<br>1400 Orleans Street<br>Baltimore, MD 21231 | Other Instructional Site |
| **Reisterstown Plaza Center**<br>6764A Reisterstown Road<br>Baltimore, MD 21215 | Other Instructional Site |
| **Talmudical Academy of Baltimore**<br>4445 Old Court Road<br>Pikesville, MD 21208 | Other Instructional Site |
| **Vivien T. Thomas Medical Arts Academy**<br>100 N. Calhoun Street<br>Baltimore, MD 21223 | Other Instructional Site |

*Definitions: For definitions of branch campus, additional locations, or other instructional sites, see the* **Commission's Substantive Change Policy and Procedures**.

Exhibit 12.2



CREDO

# Baltimore City Community College

# Community Engagement

## January 24, 2024

# What Success Looks Like

## Part One

- Project Overview
- The Thriving Framework
- Strategic Themes

## Part Two

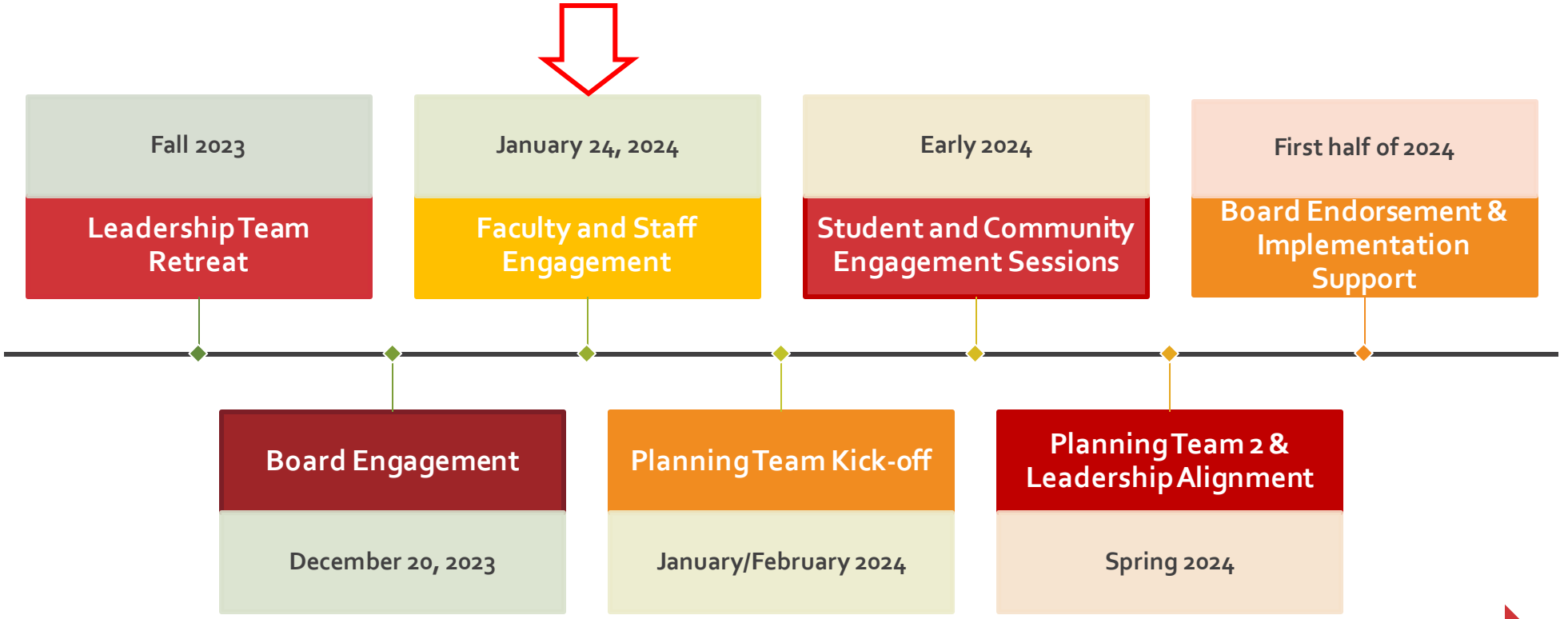
- Brainstorming Session
- Submission of Ideas
- Next Steps

# Baltimore City Community College Global Alignment Plans - Middle States, State Plan, Realignment Legislation, Achieving the Dream and Institutional Plans

Exhibit 12.2

| | Standard 1<br>Mission & Goals | Standard 2<br>Ethics & Integration | Standard 3<br>Design & Delivery of the Student Learning Experience | Standard 4<br>Support of the Student Experience | Standard 5<br>Education Effectiveness Assessment | Standard 6<br>Planning, Resources and Institutional Improvement | Standard 7<br>Governance Leadership and Administration |
|---|---|---|---|---|---|---|---|
| **MIDDLE STATES COMMISSION ON HIGHER EDUCATION STANDARDS** | | | | | | | |
| **MARYLAND STATE PLAN** 2017-2021 | **State Plan Goal 1**<br>ACCESS | **State Plan Goal 3**<br>SUCCESS | **State Plan Goal 2**<br>INNOVATION<br>**State Plan Goal 3**<br>SUCCESS | **State Plan Goal 2**<br>INNOVATION<br>**State Plan Goal 3**<br>SUCCESS | **State Plan Goal 3**<br>SUCCESS | **State Plan Goal 1**<br>ACCESS<br>**State Plan Goal 2**<br>INNOVATION | **State Plan Goal 3**<br>SUCCESS |
| **STRATEGIC PLAN** 2013-2018 | **Strategic Plan Goal 1**<br>Student Success | | **Strategic Plan Goal 1**<br>Student Success<br>**Strategic Plan Goal 4**<br>Technology | **Strategic Plan Goal 1**<br>Student Success | **Strategic Plan Goal 1**<br>Student Success | **Strategic Plan Goal 3**<br>Institutional Sustainability<br>**Strategic Plan Goal 4**<br>Technology | **Strategic Plan Goal 2**<br>Community Business Industry & Educational Partnerships<br>**Strategic Plan Goal 3**<br>Institutional Sustainability |
| **REALIGNMENT TASKS** | **Realignment Task 6**<br>Staffing audit | | **Realignment Task 9**<br>IT and infrastructure | **Realignment Task 2**<br>Prioritize workforce development & job placement | **Realignment Task 2**<br>Prioritize workforce development and job placement<br>**Realignment Task 3**<br>Improve student pathways to success | **Realignment Task 1**<br>Review and align core course offerings<br>**Realignment Task 5**<br>Realign budget<br>**Realignment Task 8**<br>Branding/marketing<br>**Realignment Task 9**<br>IT and infrastructure<br>**Realignment Task 10**<br>Real estate development<br>**Realignment Task 12**<br>Complete strategic plan for 2018-2024 | **Realignment Task 2**<br>Prioritize workforce development and job placement<br>**Realignment Task 4**<br>Partner with City Schools, Higher Education, Employers<br>**Realignment Task 6**<br>Staffing audit<br>**Realignment Task 7**<br>Establish strong relationships<br>**Realignment Task 11**<br>ID barriers in laws or regulations |
| **ACHIEVING THE DREAM (ATD)** | | **ATD Task 3**<br>Equity | **ATD Task 2**<br>Data & Technology<br>**ATD Task 4**<br>Teaching & Learning | **ATD Task 4**<br>Teaching & Learning | **ATD Task 2**<br>Data & Technology<br>**ATD Task 4**<br>Teaching & Learning<br>**ATD Task 6**<br>Strategy & Planning | **ATD Task 2**<br>Data & Technology | **ATD Task 1**<br>Leadership & Vision<br>**ATD Task 5**<br>Engagement & Communication<br>**ATD Task 7**<br>Policies & Practices |
| **ACADEMIC MASTER PLAN (AMP)** 2014-2017 | | | **AMP Goal 1**<br>Academic Success<br>**AMP Goal 4**<br>Effective Technology | **AMP Goal 1**<br>Academic Success<br>**AMP Goal 4**<br>Effective Technology | **AMP Goal 1**<br>Academic Success<br>**AMP Goal 4**<br>Effective Technology | **AMP Goal 3**<br>Physical Learning Environment<br>**AMP Goal 5**<br>Revenue | **AMP Goal 2**<br>Effective Operations |
| **STRATEGIC ENROLLMENT MANAGEMENT & RETENTION PLAN** 2013-2018 | **SEMRC Goal 1**<br>Stabilizing enrollments<br>**SEMRC Goal 5**<br>Responding to economic forces | | | **SEMRC Goal2**<br>Linking academic & student service programs<br>**SEMRC Goal 4**<br>Transforming retention rates | **SEMRC Goal 3**<br>Improving services<br>**SEMRC Goal 6**<br>Creating a culture of evidence | **SEMRC Goal 3**<br>Improving services<br>**SEMRC Goal 6**<br>Creating a culture of evidence | |
| **FACILITIES MASTER PLAN** 2016-2025 | | | **Facilities Goal 1**<br>Ensuring uninterrupted support of student services | | **Facilities Goal 5**<br>Assessing the College's environmental impact | **Facilities Goal 1**<br>Ensuring uninterrupted support of student services<br>**Faculties Goal 3**<br>Ensuring proper operation of the physical plant | **Facilities Goal 2**<br>Establishing and maintaining strong customer service<br>**Facilities Goal 4**<br>Enhancing staff development training |
| **INFORMATION TECHNOLOGY PLAN** 2013-2018 | | | **Technology Goal 3**<br>Implement best practice in teaching and learning with state-of-the-art technology to improve student success, such as Clouds, social media, video streaming, etc. | | **Technology Goal 4**<br>Develop, implement and maintain a comprehensive college-wide refreshed program | **Technology Goal 2**<br>Complete the implementation of a college wide administrative system (ERP)<br>**Technology Goal 1**<br>Implement an industry standard IT infrastructure (Services, Telecom, Switching, & Security) | |

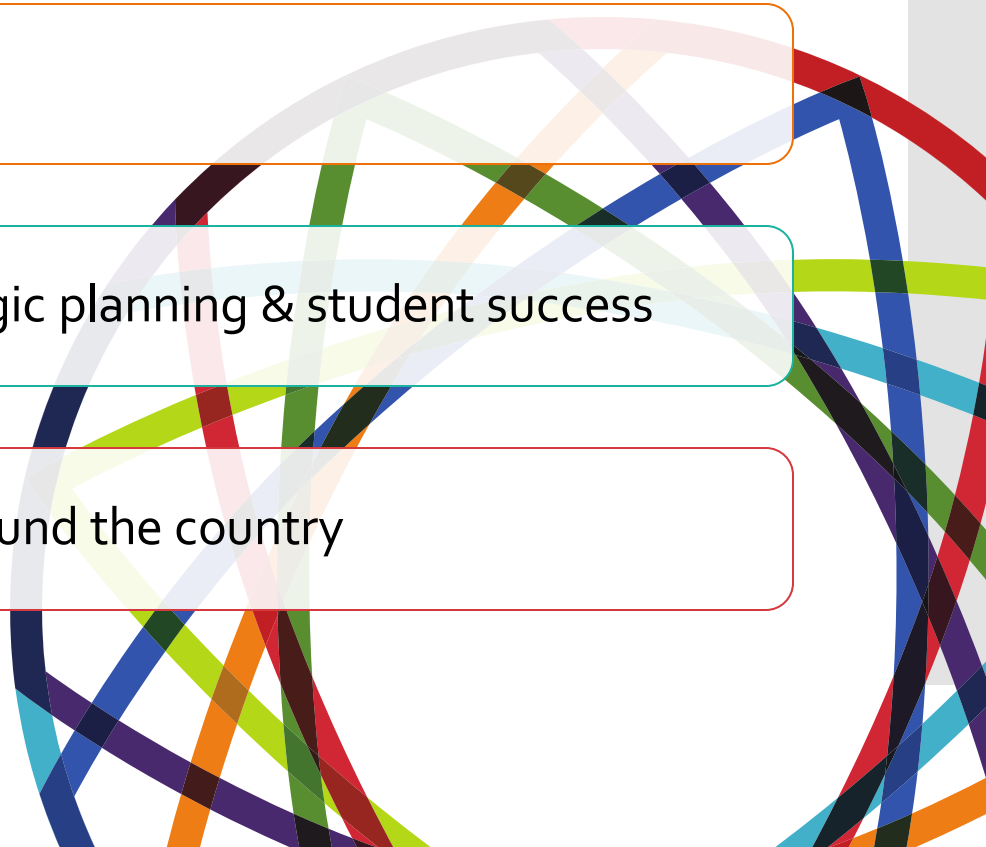
# Credo: A Deep Partnership with Baltimore City Community College




CREDO

# Why is Credo here?

| | |
|---|---|
| 500+ | College, university, and association partners since 1995 |
| 120 | Campuses engaged per year |
| 200 | Partner projects per year |
| 2 | Key areas of focus: strategic planning & student success |
| 200+ | Credo team members around the country |



# A few of our partners

















































































Exhibit 12.2

Student Learning & Success

Transformative Environments

Net Revenue & Strategic Finance

Institutional Self-esteem

Institutional Story

**WHERE** thriving institutions focus their energy

# The Thriving Framework

**HOW** thriving institutions do their work

Vision

Culture of Innovation & Planning

Habit of Reflection & Intentionality

Courageous & Collaborative Leadership



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# Compelling Vision

Thriving institutions experience momentum through a shared, clearly defined, communicated vision.



## Mission



What you do…
and is long term.

## Values



Why & how you do it…
and is long term.

## Vision



Where you are going…
and how you will translate your mission in a 3-5 year planning period.

Exhibit 12.2




# Pivotal Years for Higher Ed

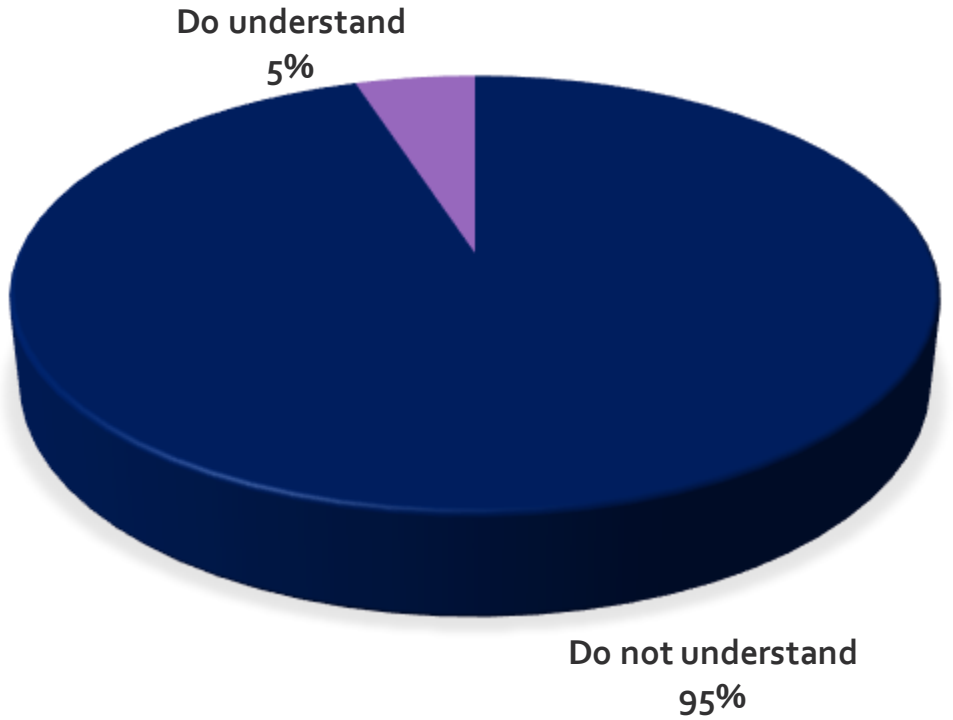
# Strategic Planning at

BCCC

Baltimore City Community College

# Relating Strategy to Employees

## Only 5% of employees understand their company's strategy




Data from: Kaplan and Norton | The Strategy-Focused Organization

# Relating Strategy to Employees



**9** out of **10**
organizations
**fail**
to execute their
**strategic plan**

Data from: Kaplan and Norton | The Strategy-Focused Organization

Exhibit 12.2




Knoster's Model for Complex Change: Adapted from Knoster, T. (1991) Adapted by Knoster from Enterprise Group, Ltd.

# What's helping or hurting our progress?

Exhibit 12.2

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Vision | Skills | Incentives | Resources | Action Plan | ~~Trust~~ | = | Sabotage |
| Vision | Skills | Incentives | Resources | ~~Action Plan~~ | Trust | = | False Starts |
| Vision | Skills | Incentives | ~~Resources~~ | Action Plan | Trust | = | Frustration |
| Vision | Skills | ~~Incentives~~ | Resources | Action Plan | Trust | = | Resistance |
| Vision | ~~Skills~~ | Incentives | Resources | Action Plan | Trust | = | Anxiety |
| ~~Vision~~ | Skills | Incentives | Resources | Action Plan | Trust | = | Confusion |
| Vision | Skills | Incentives | Resources | Action Plan | Trust | = | Alignment & Success |

Knoster's Model for Complex Change: Adapted from Knoster, T. (1991) Adapted by Knoster from Enterprise Group, Ltd.

# What's helping or hurting our progress?

Exhibit 12.2

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Vision | Skills | Incentives | Resources | Action Plan | ~~Trust~~ | = | Sabotage |
| Vision | Skills | Incentives | Resources | ~~Action Plan~~ | Trust | = | False Starts |
| Vision | Skills | Incentives | ~~Resources~~ | Action Plan | Trust | = | Frustration |
| Vision | Skills | ~~Incentives~~ | Resources | Action Plan | Trust | = | Resistance |
| | | | | | Trust | = | iety |
| ~~Vision~~ | Skills | Incentives | Resources | Action Plan | Trust | = | Confusion |
| Vision | Skills | Incentives | Resources | Action Plan | Trust | = | Alignment & Success |

What behaviors or emotions are we seeing that might point to a deficit we need to address?

Knoster's Model for Complex Change: Adapted from Knoster, T. (1991) Adapted by Knoster from Enterprise Group, Ltd.

Exhibit 12.2

# Strategic Planning & Implementation



Exhibit 12.2

# Brainstorming Tips & Tricks for Today

- Differentiate between *strategic* and *operational*
  - Operational – something that helps maintain today and requires attention
  - Strategic – longer-term and future-oriented and eventually become operational
- Focus on *significance* - initiatives that will move the organization forward
- Develop a *culture* of planning rather than an episode
  - Strategic initiatives may have phases
  - Accountability cascades to all levels
- Write down all ideas – no need to debate or edit
- Dream without constraints!
- Work breaks into your brainstorming time as needed

Exhibit 12.2

# Strategic Theme Areas



# Electronic Reporting: One Person per Group

- The recorder for your table will enter the URL below on your laptop or access the QR code on your phone or other device.
- Select the appropriate theme.
- Follow the questions for that theme.
- Type in your top 10 ideas.
- Please use notation style; paragraphs, diagrams, and drawings are hard to capture.
- Click "submit" after each theme.

http://tinyurl.com/BCCC-Form

# Delivering Our Promise

*Our first theme is anchored in our commitment to student success.*

1. What is one thing BCCC could do to ensure that students experience a sense of connection, inclusion, and belonging?
2. What's an area we should focus on regarding the student experience?
3. What retention strategies feel most pressing?
4. What new academic pathways should we prioritize?
5. If you could add one new program, what would it be?
6. How do we continue to demonstrate our deep commitment to workforce development?

**http://tinyurl.com/BCCC-Form**



# Aligning Our Strengths

*This theme is about the BCCC culture and internal operations*

1. How do we continue to support a healthy, productive and positive BCCC community?
2. What are the must haves for attracting, retaining, and developing outstanding faculty and staff?
3. How can we better leverage data to do our work?
4. What investments in technology or systems must be made to set up success?
5. Think of the BCCC culture at it's best– how do we continue to support and develop this?

**http://tinyurl.com/BCCC-Form**

# Expanding Our Reach

*This theme focuses on our story and relationships*

1. Where and with whom do we need to tell our story better?
2. What one thing should we do to enhance our relationship with the city of Baltimore?
3. How can we officially close out realignment and move to the next stage of BCCC's future?
4. What facilities should we prioritize for the future of BCCC and how might those facilities connect us with the wider community?
5. What other ways can we support and connect with the broader community in the city and beyond?

**http://tinyurl.com/BCCC-Form**

Exhibit 12.2

# Final Brainstorm

Think about the themes we have covered.

**Delivering Our Promise**

**Aligning Our Strengths**

**Expanding Our Reach**

Is there something missing?

If so, what is it?

**http://tinyurl.com/BCCC-Form**

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Whitsett, NC 27377
www.credohighered.com

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# Baltimore City Community College – Community Day

*Held on January 24, 2024*

## Theme One: Delivering Our Promise

Question One:

1.What is one thing BCCC could do to ensure that students experience a sense of connection, inclusion, and belonging? - **146 Responses**

Question Two:

2. What's an area we should focus on regarding the student experience? – **109 Responses**

Question Three:

3. What retention strategies feel most pressing? – **104 Responses**

Question Four:

4. What new academic pathways should we prioritize? – **72 Responses**

Question Five:

5. If you could add one new program, what would it be? – **53 Responses**

Question Six:

6. How do we continue to demonstrate our deep commitment to workforce development? – **44 Responses**

**528 Total Responses to Theme One: Delivering Our Promise**

**~~~~~~~**

## Theme Two: Aligning Our Strengths

Question One:

1. How do we continue to support healthy, productive, and positive BCCC community? – **123 Responses**

Question Two:

2. What are the must haves for attracting, retaining, and developing outstanding faculty and staff? – **116 Responses**



Question Three:
3. How can we better leverage data to do our work? – **66 Responses**

Question Four:
4. What investments in technology or systems must be made to set up success? – **54 Responses**

Question Five:
5. Think of the BCCC culture at its best – how do we continue to support and develop this? – **58 Responses**

**417 Total Responses to Theme Two: Aligning Our Strengths**

**~~~~~**

## Theme Three: Expanding Our Reach

Question One:
1. Where and with whom do we need to tell our story better? – **103 Responses**

Question Two:
2. What one thing should we do to enhance our relationship with the city of Baltimore? – **67 Responses**

Question Three:
3. How can we officially close out realignment and move to the next stage of BCCC's future? – **46 Responses**

Question Four:
4. What facilities should we prioritize for the future of BCCC and how might those facilities connect us with the wider community? – **86 Responses**

Question Five:
5. What other ways can we support and connect with the broader community in the city and beyond? – **53 Individual Responses**

**356 Total Responses to Theme Three: Expanding Our Reach**

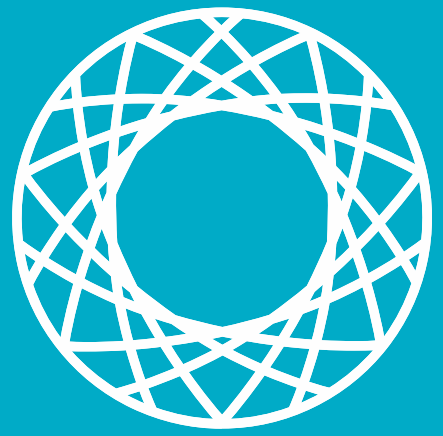


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**Summary:**

| **Responses Across Themes** | |
|---|---|
| Theme One: Delivering Our Promise | 528 |
| Theme Two: Aligning Our Strengths | 417 |
| Theme Three: Expanding Our Reach | 356 |
| What's Missing? | 94 |
| **Total** | **1395** |

| **Theme One: Delivering Our Promise** | |
|---|---|
| Question One | 146 |
| Question Two | 109 |
| Question Three | 104 |
| Question Four | 72 |
| Question Five | 53 |
| Question Six | 44 |
| **Total:** | **528** |
| **Theme Two: Aligning Our Strengths** | |
| Question One | 123 |
| Question Two | 116 |
| Question Three | 66 |
| Question Four | 54 |
| Question Five | 58 |
| **Total:** | **417** |
| **Theme Three: Expanding Our Reach** | |
| Question One | 103 |
| Question Two | 67 |
| Question Three | 46 |
| Question Four | 86 |
| Question Five | 53 |
| **Total:** | **356** |
~~~~



# CREDO

## Baltimore City Community College

## Planning Team

## March 4, 2024

# Planning Team Overview

# Planning Team Charge

The Planning Team is critical to the success of the Strategic Planning process. Its goal is to review and analyze community engagement and other data and, from there, to deliver a ranked list of specific, clearly stated, actionable, measurable, and KPI-aligned strategic initiatives to executive leadership. As the voice of the institution in a collaborative and efficient planning process, the Planning Team often seeks feedback from the community during the initiative development phase.

# Planning Team Work/ Initiative Development

## Expectations

Selection of a Planning Team

- Average size: 24
- Must include faculty
- Often includes representation

24-32 hours of worktime

- 6 hours to start with Credo
- Virtual check-ins and additional assignments with credo
- 6 hours to conclude with Credo
- 9-17 hours of independent work time without Credo

## Requirements

Planning Team membership and dates selected after Community Day

Theme Team Assignments

Theme Team Co-Chairs

Internal Work Plan – Time Management

Independent completion of Activities

A plan for obtaining Community Feedback

# Planning Team Notes and Advice

Exhibit 12.4

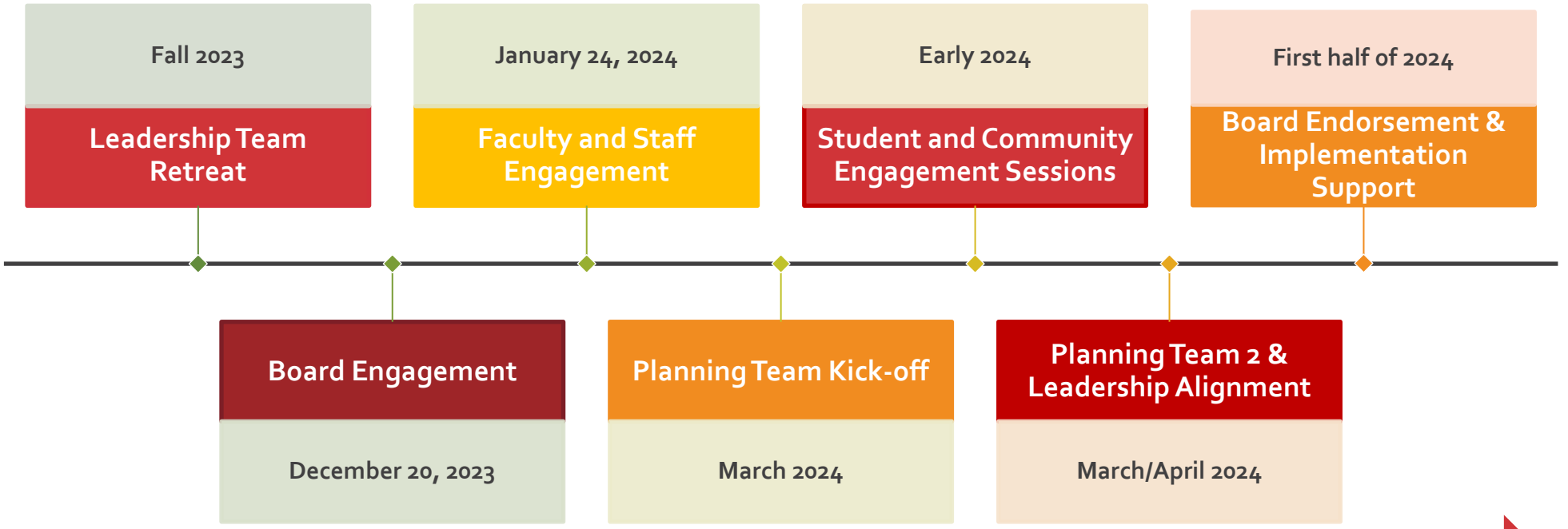
- From beginning to end, the time commitment is 24-32 hours; there is homework to complete between meetings
- Each team should have co-chairs
- The most effective way to complete the work in the time allowed is to divide into subgroups, vote, work in google sheets, etc.
- Everyone should come into the process aware that parts may feel tedious and messy, but there is lift and clarity at the end
- Patience and institutional thinking are important and valued; relevance, urgency, and impact in our choices matter a lot
- Being transparent and accountable means that sometimes things an individual wants are not selected to be in the strategic plan
- A clear focus on scope and vision will guide our work

# Planning Team Workflow



- Planning Team Kick Off Meeting
- Continued independent theme team work
- Credo check-ins and next activities
- Obtain Community Feedback
- Presentation of priorities

# Credo: A Deep Partnership with Baltimore City Community College




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# Success for our Planning Team looks like



- Understanding your Strategy Map
- Reviewing campus inputs by theme
- Evaluating inputs by KPIs
- Discussing clarity and defining initiatives
- Prioritizing by impact and difficulty
- Selecting recommended initiatives

# Our Goal

**A ranked list of clearly stated, measurable, actionable and KPI-aligned initiatives.**

# Baltimore City Community College Strategy Map

CREDO

**Key Performance Indicators:** Enrollment | Budget | Retention | Completion | Effectiveness

Exhibit 12.4

BCCC
Baltimore City Community College

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

**Students & Stakeholders**

**Financial Resources**

**Internal Processes**

**Organizational Capacity**

| Delivering Our Promise | Aligning Our Strengths | Expanding Our Reach |
|---|---|---|
| Innovation & Outcomes –The Student Experience | Empowered & Courageous – Our Panther Community | Trusted & First – The Partner of Baltimore |
| Deliberate Retention Approaches | Budget Process Built for Innovation | Our Students, Our Story |
| Designing Student-first Processes | Leveraging Technology, Data, and Systems for Institutional Success | From Realigned to Resolved |
| Market-Focused Academic Pathways | Supporting Extraordinary Talent | Community Spaces that Connect and Activate |

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

CREDO

# Activity 1: Building Theme Definitions

In Teams:

- Review the strategy map and your theme
- Write a preliminary and a refined definition of your theme (1-2 sentences)
- Write a preliminary and refined definition of each map lens in your theme (1-2 sentences)
- Tell the story of your theme to the rest of the group

**https://tinyurl.com/BCCC-Data**

# What's Missing?

# Activity 2: What's Missing

In Teams:

- Review the community ideas in the What's Missing tab
- Based on your defined understanding of your assigned theme, claim the ideas that you believe closely align with your theme
  - Use the drop-down menu to claim an idea
- Copy the ideas that you claim and place them into the "Idea" column in your theme's tab at the bottom of the worksheet

# Operational vs. Strategic

# Activity 3: Scan for Operational Items

In Teams:

- Review the community inputs in your theme
- For each map lens: Create a Fix-it List by selecting up to 6 items per lens. These can be "Fix it Now" items or "Fix it Later" items
- Your total should be no more than 18 items selected in the Fix-It List Column.
- Items on the Fix-It list are not part of your long-term strategy but can help create lift and add impact to strategy.

"**Fix it Now**" items are quick wins that take care of "today" and can be quickly resolved with available resources

"**Fix it Later**" items are operational improvements that are less urgent and/or that will require time and resources that are not currently available

# What Will Make Change?

# What Will Create Change?

**Relevant**: Means that it fits in your theme area

**Urgent**: Means that it responds to an institutional need and will make a difference

**Strategic**: Means that it is future-focused and will produce benefit over time

**If an input does not match a KPI, it is not relevant, urgent, or strategic*

# Activity 4: Scan for What Will Create Change

In Teams:

- Review the community inputs in your theme
- For each map lens: Select up to 8 inputs that you consider relevant, urgent, and strategic (your total should not exceed 24)

**Relevant:** Means that it fits in your theme

**Urgent:** Means that it responds to an institutional need and will make a difference

**Strategic:** Means that it is future-focused and will produce benefit over time

- Match these items with the Key Performance Indicators; multiple matches are allowed (and are best)

**If an input does not match a KPI, it is not relevant, urgent, or strategic*

# Identifying Initiatives

# Activity 5: Identifying Initiatives

In Teams:

- Using Column D in your Theme Tabs (Ideas), copy your (up to) 8 initiatives per map lens (up to 24 total) into Column E (Initiative Title) on the Launching Initiatives Tab. Take care to match initiatives to objectives.
- In Column I, use the Drop-Down menu to select the primary KPI. If the initiative pushes more than one, use the Drop-Down menu in Column J to select the secondary KPI.

By the end of this activity, you should have completed **Columns A-E** + **Columns I, J in the Launching Initiatives Tab**

Exhibit 12.4

# The Path from an Idea to an Initiative




A value or a value statement

General area for attention

Specific area for attention

A general idea in that area

Actionable idea (i.e., an initiative)

Clear, measurable, actionable initiative & outcome

(…and then steps/tasks to do the idea/initiative)

# Examples of Ideas to Clear Initiatives

ENTRY Clarity

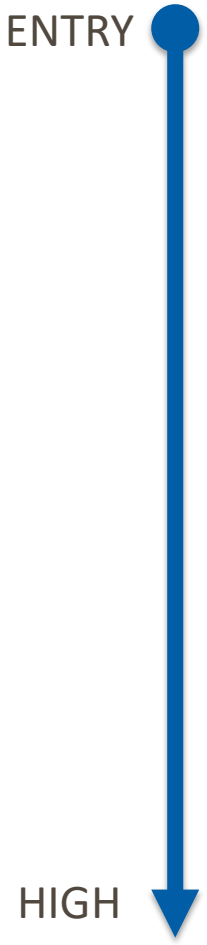
HIGH Clarity

1. A value/value statement
2. General area for attention
3. Specific area for attention
4. A general idea in that area
5. Actionable idea (i.e., an initiative)
6. Clear, measurable, actionable initiative with outcome

1. Do better with our DEI commitment
2. Focus on Belonging
3. Improve Student Belonging
4. Help Students connect in year 1
5. Start a mentorship program
6. Every undergraduate receives 5 bonus interactions with a faculty mentor

1. Graduates are employable
2. Focus on careers for students
3. Increase institution-to-business connections
4. Develop more student pathways to careers
5. Create four innovative career pathways
6. 60% of graduates will participate in career pathways by 2027

# Clarity of a Strategic Initiative – Scale of 1 to 5




1. I understand the initiative. It is specific enough to go out and do.
2. I know what I'm supposed to get done in the next year.
3. I think this matters and will make a difference.
4. I see how I can measure the success of this.
5. I see clearly the connection with plan-level priorities (not just theoretically, but specifically).

# Leveling Up Initiatives (Optional)

Exhibit 12.4



# Activity 6 (Optional): Level Up Your Initiatives

Exhibit 12.4

In teams:

- Select up to 12/16 inputs from Column E (4 per map lens) that you consider relevant, urgent, and strategic
- Select those items that most strongly influence one or more Key Performance Indicators
- Choose up to two items per team member to level up
- Watch the level-up video (click link to view)
- Complete the level-up homework (click link to view)
- Rewrite your original idea as a strategic initiative with as much clarity and specificity as possible. Create a **Title** and a two-sentence **Description**

Exhibit 12.4

# Defining the Initiatives

CREDO

# Activity 7: Defining the Initiatives

In Teams:

- In Column E, finalize your initiative names by giving them a NEW **Title**
- In Column F, draft a two-sentence **Description** of your initiatives
- In Column G, draft a reasonable and achievable goal that you could complete in the **scope of one year** to get the initiative underway
- In Column H, draft a definition of what success looks like when this initiative is **fully executed over the full scope of the plan**

**By the end of this activity, you should have completed Columns A-J in the Launching Initiatives Tab**

# Activity 7: Item Specifications

- **Title**: "What is in the tin" in just a few words
- **Description**: 1-2 sentences describing what actions you must take
- **Year One Goal**: What milestones must be completed in the scope of one year for the initiative to get underway
- **Definition of Success**: What milestones must be met in the scope of the plan for the initiative to be fully executed?

Can you write a clear title? 1-2 sentence description? 1st year goal? What does success look like at the end?

# Activity 7: Guiding Questions

Think about these questions:

- How would this affect teaching and learning?
- How would this affect the experience outside of the classroom/lab?
- How would this affect students? Faculty? Staff? The community?
- What would be the benefit of this initiative?
- What would external constituents/employers get out of this?
- How would this be distinctive?

Can you write a clear title? 1-2 sentence description? 1st year goal? What does success look like at the end?

# Getting Community Feedback

# Getting Community Feedback



**Select:** 6-8 of your initiatives and present them to the community for their feedback.

**Plan your community feedback session:**

Who will lead? When will you do it? What will you present? How will you collect responses?

**Consider questions like these for your feedback sessions:**

1. Which idea excites you the most? Which idea do you feel yourself pulled toward?
2. Which idea is most in line with our values?
3. Which idea seems to respond to the most pressing needs we have here?
4. Which idea helps us move toward the institution we aspire to be?
5. Would you be excited if these ideas—and concepts related to them—were front and center in the BCCC experience? Why or why not?
6. How might these ideas connect to your world here at BCCC?
7. How might they impact your role/experience at BCCC?

**Think about this outcome**: Which initiative(s) gained positive/negative excitement from the community? Were any of them confusing? Which initiative(s) elicited the most/least amount of excitement from the community?

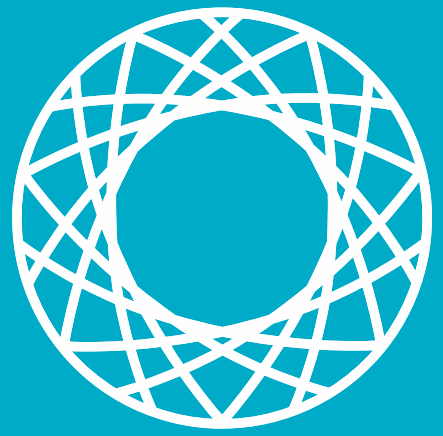
# Next Steps

# Next Steps

- By Insert the Date: Insert link to the sign-up sheet (click link to view)
- Complete Activities 2-4
- Attend the virtual Theme Team Check-in Meeting
- Complete Activities 5-6
- Obtain Community Feedback
- Attend PT2 to present your initiatives and prioritize a final list for Executive review.




# Thank You!



# CREDO

## Baltimore City Community College

## Planning Team 2

DATE



# Community Feedback

# Prioritize Initiatives

- Select Primary and Secondary KPI's
- Evaluate Initiatives for Impact/Difficulty (Miro Board)
- Rank Initiatives
- Complete Columns K - M

# Select Recommended Initiatives



# Delivering Our Promise

## Initiative 1

## Initiative 2

## Initiative 3

## Initiative 4

Insert Bit.ly URL

Insert QR Code

# Aligning Our Strengths

## Initiative 1

## Initiative 2

## Initiative 3

## Initiative 4

Insert Bit.ly URL

Insert QR Code

# Expanding Our Reach

## Initiative 1

## Initiative 2

## Initiative 3

## Initiative 4

Insert Bit.ly URL

Insert QR Code




# Thank You!




BCCC
Baltimore City Community College

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*“MD State Plan for Higher Education and BCCC Key Performance Indicators (KPIs)”*

**April 3, 2024 9:00AM-11:00AM**

# M□□□□□□□□-□□d□□□2024

## BCCC Mission

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

## BCCC Vision

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

## Core Values

- Integrity
- Teaching
- Respect
- Learning
- Diversity
- Excellence
- Leadership
- Professionalism

# MSCHE Self-Study Timeline Overview

- Draft #1 Self-Study Deadline, April 24, 2023
- Draft #2 Self-Study Deadline, June 30, 2023
- Draft #3 Self-Study Deadline, December 15, 2023
- Draft #4 Self-Study Deadline, November 1, 2023
- MSCHE Conference, December 4 - 6, 2023
- Team Chair Campus Visit, December 8, 2023
- Draft #5 Self-Study Deadline, December 15, 2023
- Professional Development (Faculty & Staff Draft Review), January 2024
- Draft #6 Self-Study Deadline, February 1, 2024
- Final Self-Study Report Due to MSCHE, March 15, 2024
- Self-Study Team Campus Visit, April 28 - May 1, 2024

Faculty & Staff Campus Visit
**"Readiness Sessions"**
**February – April 2024**

# □□-□□d□□ □□r□□ □□□□D□□□ □□r□□□2□2□

- **The Team will focus on the 2013-14 Self-Study Outcomes**
  - **2014 BCCC Placed on Warning**
  - **2015 Monitoring Report (BCCC Removed from Warning)**
  - **2016 Monitoring Report**
  - **2018 Progress Report**

- **Tell Your Story (e.g. Realignment, ERP). Don't hide what occurred.**

- **Address Your Gaps. Don't let the Team come and find your gaps. It's a Self-Study.**

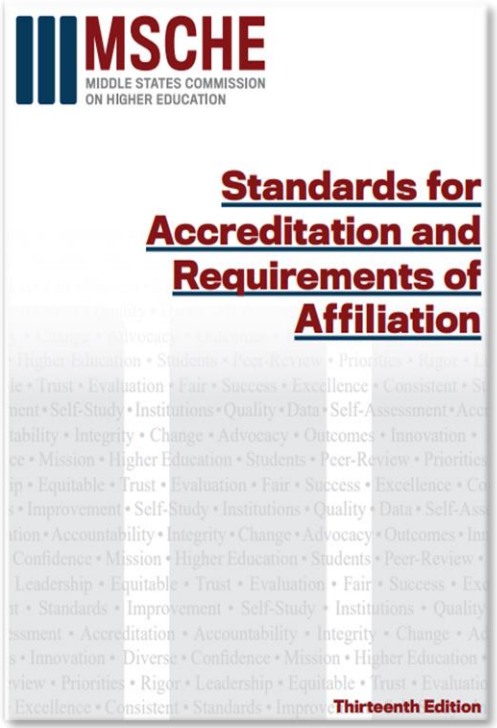
- **BCCC is moving in the right direction with Dr. McCurdy's leadership**

- **Four Areas of Focus:**
  - **Budget Process**
  - **Strategic Plan/Unit Level Plans/Master Plans**
  - **Academic & Non-Academic Assessment**
  - **Policies & Procedures**

- **The Team are peers volunteers and here to help.**

# REALIGNMENT TASKS

RT 12: The Board of Trustees shall review, and if necessary , revise the BCCC Strategic Plan




## Standard I

### Mission and Goals

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

## Standard II

### Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

## Standard V

### Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

## Standard VI

### Planning, Resources, and Institutional Improvement

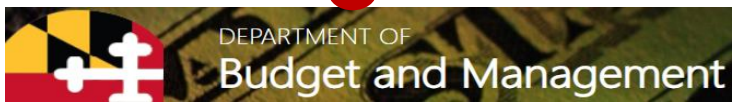
The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

## Standard VII

### Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.




BCCC MSCHE Self-Study Action

| Plan Number | Action Plan | Completed by March 9th | Completed before the Campus Visit by April 19 | Evidence: What is the deliverable? (e.g. Manual, Policy, Process, Webpage, Narrative Plan) | Cabinet Member Assigned (Use drop-down options) |
|---|---|---|---|---|---|
| 5 | Strategic Plan 2024-2029 | Draft Framework | Yes | Documents for Credo. Employee engagements. Board minutes/packet. Planning and Assessment Tool PASS/documents. Timeline for unit-level action plans. Standards I, V, VI, VII. | Burrell, Becky |
| 6 | Organizational Charts | Yes | | Organizational Chart by Cabinet Area. | Burrell, Becky |
| 7 | Mission, Vision, Values Policy & Procedure | Draft Framework | Yes | Policy, Procedure, Board minutes, MVV faculty, staff, students survey feedback. | Burrell, Becky |
| 36 | Institutional Assessment | Draft Framework | Yes | Draft Assessment Guide & Planning & Assessment Tool for Non-Academic & Academic Assessment. Standard I & V | Burrell, Becky |

# 2024-202 r


Delivering Our Promise
Aligning Our Strengths
Expanding Our Reach

# Delivering Our Promise

*Our first theme is anchored in our commitment to student success.*

1. What is one thing BCCC could do to ensure that students experience a sense of connection, inclusion, and belonging?
2. What's an area we should focus on regarding the student experience?
3. What retention strategies feel most pressing?
4. What new academic pathways should we prioritize?
5. If you could add one new program, what would it be?
6. How do we continue to demonstrate our deep commitment to workforce development?

Faculty & Staff Engagements

Theme & Planning Group Meetings

Student Sessions

# Aligning Our Strengths

*This theme is about the BCCC culture and internal operations*

1. How do we continue to support a healthy, productive and positive BCCC community?
2. What are the must haves for attracting, retaining, and developing outstanding faculty and staff?
3. How can we better leverage data to do our work?
4. What investments in technology or systems must be made to set up success?
5. Think of the BCCC culture at it's best– how do we continue to support and develop this?

Faculty & Staff Engagements

Theme & Planning Group Meetings

Student Sessions

# Expanding Our Reach

*This theme focuses on our story and relationships*

1. Where and with whom do we need to tell our story better?
2. What one thing should we do to enhance our relationship with the city of Baltimore?
3. How can we officially close out realignment and move to the next stage of BCCC's future?
4. What facilities should we prioritize for the future of BCCC and how might those facilities connect us with the wider community?
5. What other ways can we support and connect with the broader community in the city and beyond?

Faculty & Staff Engagements

Theme & Planning Group Meetings

Student Sessions

# [illegible]

| MSCHE Standards for Accreditation, 13th Ed. | Standard I – Mission & Goals | Standard II – Ethics & Integrity | Standard III – Design & Delivery of the Student Learning Experience | Standard IV – Support of the Student Learning Experience | Standard V – Educational Effectiveness Assessment | Standard VI – Planning, Resources & Institutional Improvement | Standard VII – Government, Leadership & Administration |
|---|---|---|---|---|---|---|---|
| MHEC 2022 MD State Plan for Higher Education | Goal 1 – Access | Goal 2 – Success | Goal 2 – Success<br>Goal 3 – Innovation | Goal 2 – Success<br>Goal 3 – Innovation | Goal 2 – Success | Goal 1 – Access<br>Goal 3 – Innovation | Goal 2 – Success |
| MD General Assembly 2017 BCCC Realignment Tasks | Task 1 – Review and strategically align core course offerings<br>Task 2 – Prioritize workforce development and job placement<br>Task 3 – Improve student pathways to success<br>Task 4 – Establish student pathways with City Schools and higher education institutions<br>Task 5 – Align budget with realistic projections<br>Task 7 – Establish strong relationships with stakeholders<br>Task 8 – Develop and market a brand for BCCC<br>Task 9 – Address IT and infrastructure<br>Task 12 – Review and revise the Strategic Plan | Task 8 – Develop and Market a Brand for BCCC<br>Task 11 – Identify any barriers in state or local laws or regulations that impede operations | Task 9 – Address IT and infrastructure | Task 2 – Prioritize workforce development and job placement | Task 2 – Prioritize workforce development and job placement<br>Task 3 – Improve student pathways to success | Task 1 – Review and strategically align core course offerings<br>Task 5 – Align budget with realistic projections<br>Task 6 – Comprehensive review of all positions<br>Task 8 – Develop and market a brand for BCCC<br>Task 8 – Develop and market a brand for BCCC<br>Task 9 – Address IT and infrastructure<br>Task 10 – Develop or sell underutilized real estate<br>Task 11 – Identify any barriers in state or local laws or regulations that impede operations<br>Task 12 – Review and revise the Strategic Plan | Task 2 – Prioritize workforce development and job placement<br>Task 4 – Establish student pathways with City Schools and higher education institutions<br>Task 6 – Comprehensive review of all positions<br>Task 7 – Establish strong relationships with stakeholders<br>Task 11 – Identify any barriers in state or local laws or regulations that impede operations |
| BCCC 2018-2022 Strategic Plan superseded by Realignment Tasks 2024-2029 in-process | Goal 1 – Student Success | Goal 1 – Student Success | Goal 1 – Student Success<br>Goal 2 – Community Engagement | Goal 1 – Student Success<br>Goal 2 – Community Engagement | Goal 1 – Student Success<br>Goal 3 – Institutional Framework | Goal 3 – Institutional Framework | Goal 2 – Community Engagement<br>Goal 3 – Institutional Framework |
| BCCC 2014-2017 Academic Master Plan 2024-2029 in-process | Goal 1 – Academic Success | Goal 1 – Academic Success | Goal 1 – Academic Success<br>Goal 4 – Effective Technology | Goal 1 – Academic Success<br>Goal 4 – Effective Technology | Goal 1 – Academic Success<br>Goal 4 – Effective Technology | Goal 3 – Physical Learning Environment<br>Goal 5 – Revenue | Goal 2 – Effective Operations |
| BCCC 2013-2018 Strategic Enrollment Management & Retention Plan 2019-Present Updated Annually 2024-2029 in-process | Goal 1 – Stabilize Enrollments<br>Goal 5 – Responding to Economic Forces | | Goal 6 – Creating a Culture of Evidence | Goal 2 – Linking Academic and Student Service Programs<br>Goal 4 – Transforming Retention Rates | Goal 3 – Improving Services<br>Goal 6 – Creating a Culture of Evidence | Goal 3 – Improving Services<br>Goal 6 – Creating a Culture of Evidence | Goal 5 – Responding to Economic Forces |
| BCCC 2020 Facilities Master Plan | Priority 1 – Address Deferred Maintenance<br>Priority 2 – Replace Aging Structures<br>Priority 3 – Grow New Programs | | Priority 1 – Address Deferred Maintenance<br>Priority 3 – Grow New Programs | Priority 1 – Address Deferred Maintenance<br>Priority 3 – Grow New Programs | Priority 2 – Replace Aging Structures<br>Priority 3 – Grow New Programs | Priority 1 – Address Deferred Maintenance<br>Priority 2 – Replace Aging Structures | Priority 3 – Grow New Programs |
| BCCC 2023 IT Master Plan | | Goal 1 – ERP Implementation | Goal 1 – ERP Implementation<br>Goal 2 – Technology Refresh | Goal 1 – ERP Implementation<br>Goal 2 – Technology Refresh | Goal 1 – ERP Implementation<br>Goal 2 – Technology Refresh | Goal 1 – ERP Implementation<br>Goal 2 – Technology Refresh<br>Goal 3 – Disaster Recovery Solution | Goal 1 – ERP Implementation<br>Goal 2 – Technology Refresh<br>Goal 3 – Disaster Recovery Solution |

State of Maryland Budget

Maryland (MD) State Plan for Higher Education

State GOAL 1
Student Success

State GOAL 2
Student Access

State GOAL 3
Innovation

BCCC Key Performance Indicators (PAR & MFR)

BCCC Mission, Vision & Values

BCCC 2018-2022
Strategic Plan

12 Realignment Tasks

BCCC 2024-2029
Strategic Plan

Departmental Action Plans

Individual SMART Goals

Assessment

Department/Program Budgets

Academic Master Plan

Facilities Master Plan

Enrollment Master Plan

IT Master Plan

Institutional Accreditation

# 2022 Maryland State Plan for Higher Education

MHEC.MARYLAND.GOV




"The Maryland Higher Education Commission is tasked to develop and periodically update the State Plan for Higher Education…The *2022 Maryland State Plan for Higher Education* is an update to the 2017 – 2021 Maryland State Plan for Higher Education.

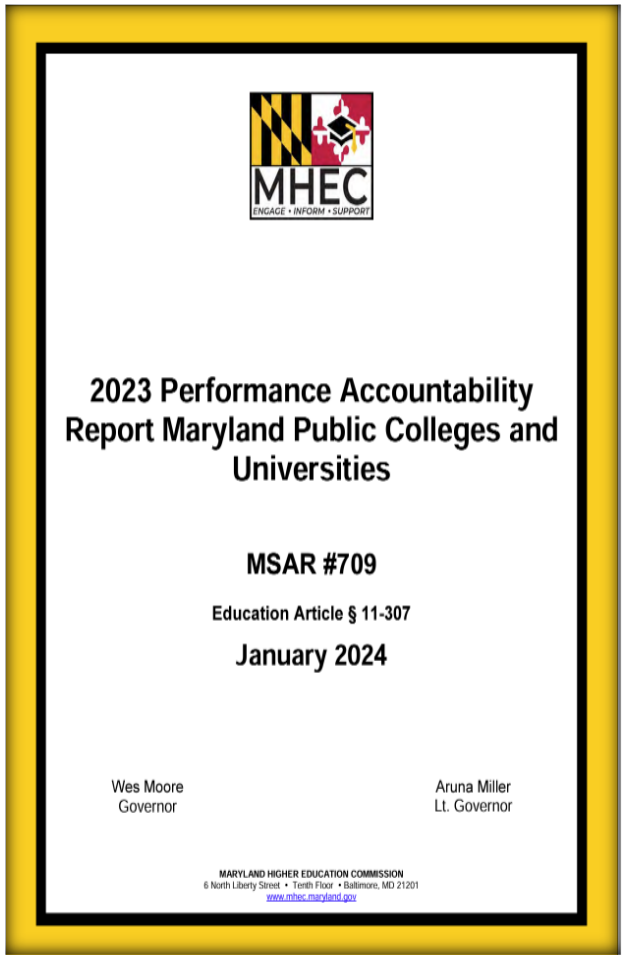
The primary purpose of this **2022 State Plan** is to serve as a guiding document for postsecondary education in Maryland. It is not a strategic plan for any one organization, but instead a document that establishes **three primary goals** for postsecondary education in Maryland:

1. Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents.
2. Promote and implement practices and policies that will ensure student success.
3. Foster innovation in all aspects of Maryland higher education to improve access and student success."

# 2022 Maryland State Plan for Higher Education and 2023 Performance Accountability Report

Exhibit 12.5




"The annual Performance Accountability Report (PAR) serves as an important mechanism by which colleges and universities in Maryland are held accountable...Institutions are required to establish and maintain performance standards, and use metrics to assess their effectiveness in tackling institutional and statewide higher education goals. Every year, the governing board of each public institution of higher education is required to submit a written progress to the Maryland Higher Education Commission (MHEC) on the institution's progress in attaining the objectives…"

# 2022 Maryland Higher Education Commission Performance Accountability Report
# 2022 Performance Accountability Report

Exhibit 12.5

WWW.BCCC.EDU/OIR

**Timeline for 2023 Performance Accountability Report (PAR) Process**

| Date | PAR Activity |
|---|---|
| July 1 - August 6 | The Office of Institutional Research (OIR) develops and collects all updated data for performance indicators; prepares data workbooks for Academic Affairs, Student Affairs, Finance & Administration, Information Technology Services, and Workforce Development & Continuing Education (WDCE)/Facilities/Public Safety; and creates SharePoint folders for respective areas. Meetings/workshops are scheduled with Cabinet areas' designated point person. |
| August 7 - 11 | OIR conducts PAR kickoff with Cabinet and PAR Workshops with Academic Affairs, Student Affairs, Finance & Administration, and WDCE to review indicators, trend data and review progress towards five-year targets. OIR provide templates and facilitates discussions to collect information for narrative sections of the Report. OIR compiles information and returns workbook to divisions to review and provide additional information. |
| August 14 - 18 | Cabinet areas complete templates and submit to the Director of Institutional Research. Check-ins scheduled with each Cabinet area. |
| August 21 - 25 | OIR compiles information and develops draft PAR narrative. Check-in meetings conducted. |
| August 28 - 29 | OIR submits draft 2023 PAR narrative and performance indicators to VP Burrell. |
| August 30 - September 1 | VP Burrell reviews and provides feedback; OIR incorporates revisions; revised draft is shared with Cabinet members and Dr. McCurdy. |
| September 6 | Cabinet shares feedback with OIR. |
| September 7 | OIR responds to any questions/concerns raised by Cabinet, incorporates feedback, and creates final draft 2023 PAR and cover sheet for VP Burrell to review with Dr. McCurdy. |
| September 8 | Office of Institutional Effectiveness, Research and Planning (OIERP) creates presentation for Board of Trustees. |
| September 20 | OIERP presents full 2023 PAR to the Board of Trustees for approval. |
| September 22 | OIR completes final formatting for submission to the Maryland Higher Education Commission (MHEC). |
| September 23 | Submit Board-approved PAR to MHEC to meet State's deadline of September 30. Final submission documents and back-up materials housed in SharePoint folders. |
| September 22 | OIR completes final formatting for submission to the Maryland Higher Education Commission (MHEC). |
| September 23 | Submit Board-approved PAR to MHEC to meet State's deadline of October 2 Final submission documents and back-up materials housed in SharePoint folders. |
| October 2 | MHEC Deadline for Submission of PAR Narrative, Indicators, and Degree Progress Template. |

BCCC
Office of Institutional Effectiveness, Research & Planning
Office of Institutional Research
2023 Performance Accountability Report
2021 - 2025 Cycle
Data Exploration and Reporting Workshop
Academic Affairs
August 7, 2023

BCCC
Office of Institutional Effectiveness, Research & Planning
Office of Institutional Research
2023 Performance Accountability Report
2021 - 2025 Cycle
Data Exploration and Reporting Workshop
Workforce Development & Continuing Education, Facilities, and Public Safety
August 10, 2023

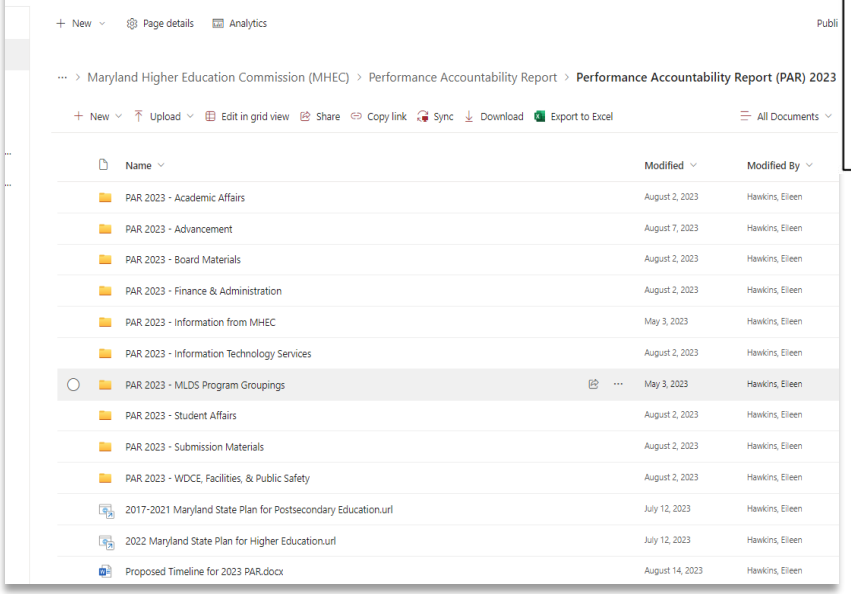
BCCC
Office of Institutional Effectiveness, Research & Planning
Office of Institutional Research
2023 Performance Accountability Report
2021 - 2025 Cycle
Data Exploration and Reporting Workshop
Information Technology Services (ITS)
August 14, 2023

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Office of Institutional Effectiveness, Research & Planning
Office of Institutional Research
2023 Performance Accountability Report
2021 - 2025 Cycle
Data Exploration and Reporting Workshop
Advancement
August 8, 2023

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Office of Institutional Effectiveness, Research & Planning
Office of Institutional Research
2023 Performance Accountability Report
2021 - 2025 Cycle
Data Exploration and Reporting Workshop
Student Affairs
August 9, 2023

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Office of Institutional Effectiveness, Research & Planning
Office of Institutional Research
2023 Performance Accountability Report
2021 - 2025 Cycle
Data Exploration and Reporting Workshop
Student Affairs
August 9, 2023

BCCC Institutional Effectiveness Research and Planning



State of Maryland Budget

Maryland (MD) State Plan for Higher Education

| State GOAL 1<br>Student Success | State GOAL 2<br>Student Access | State GOAL 3<br>Innovation |
|---|---|---|

BCCC Key Performance Indicators (PAR & MFR)

BCCC Mission, Vision & Values

BCCC 2018-2022 Strategic Plan

- 12 Realignment Tasks
- BCCC 2024-2029 Strategic Plan
- Departmental Action Plans
- Individual SMART Goals
- Assessment
- Department/Program Budgets

- Academic Master Plan
- Facilities Master Plan
- Enrollment Master Plan
- IT Master Plan
- Institutional Accreditation

# 2022 M r d r r d
# 202 r r R r

Exhibit 12.5

## Student & Institutional Characteristics *(not Benchmarked)*

*These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.*

| | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 |
|---|---|---|---|---|
| A Fall credit enrollment | | | | |
| a. Unduplicated headcount | 4,909 | 4,181 | 3,864 | 3,538 |
| b. Percent of students enrolled part time | 67.8% | 71.8% | 79.2% | 76.1% |

| | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 |
|---|---|---|---|---|
| B First-time credit students with developmental education needs | 90.2% | 47.0% | 55.2% | 83.5% |

| | FY 2018 | FY 2019 | FY 2020 | FY 2022* |
|---|---|---|---|---|
| C Credit students who are first-generation college students (neither parent attended college) | 48.4% | CCSSE Not Admin | 35.9% | 59.7% |

* CCSSE is administered every two years.

| | FY 2019 | FY 2020 | FY 2021 | FY 2022 |
|---|---|---|---|---|
| D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses | 2,543 | 1,547 | 872 | 1,333 |

| | FY 2019 | FY 2020 | FY 2021 | FY 2022 |
|---|---|---|---|---|
| E Credit students receiving financial aid | | | | |
| a. Receiving any financial aid | 47.8% | 49.7% | 57.0% | 52.4% |
| b. Receiving Pell grants | 38.5% | 37.2% | 33.3% | 34.6% |

| | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 |
|---|---|---|---|---|
| F Students 25 years old or older | | | | |
| a. Credit students | 50.6% | 52.5% | 52.2% | 45.7% |

| | FY 2019 | FY 2020 | FY 2021 | FY 2022 |
|---|---|---|---|---|
| b. Continuing education students | 78.9% | 75.8% | 72.6% | 77.1% |

| | FY 2018 | FY 2019 | FY 2020 | FY 2022* |
|---|---|---|---|---|
| G Credit students employed more than 20 hours per week | 44.1% | CCSSE Not Admin | 44.4% | 46.1% |

* CCSSE is administered every two years.

| | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 |
|---|---|---|---|---|
| H Credit student racial/ethnic distribution | | | | |
| a. Hispanic/Latino | 3.4% | 3.7% | 2.8% | 3.3% |
| b. Black/African American only | 75.8% | 76.5% | 76.0% | 64.6% |
| c. American Indian or Alaskan native only | 0.1% | 0.05% | 0.30% | 0.3% |
| d. Native Hawaiian or other Pacific Islander only | 0.1% | 0.02% | 0.05% | 0.0% |
| e. Asian only | 1.6% | 2.0% | 1.5% | 1.0% |
| f. White only | 5.9% | 6.6% | 5.4% | 3.8% |
| g. Multiple races | 2.0% | 2.1% | 2.8% | 2.2% |
| h. Foreign/Non-resident alien | 9.3% | 7.4% | 8.1% | 21.0% |
| i. Unknown/Unreported | 1.8% | 1.6% | 3.2% | 3.8% |

| | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 |
|---|---|---|---|---|
| I Credit student distance education enrollment | | | | |
| a. Enrolled exclusively in distance education | 10.5% | 100.0% | 99.2% | 12.7% |
| b. Enrolled in some, but not all, distance education | 29.3% | 0.0% | 0.7% | 27.8% |
| c. Not enrolled in any distance education | 60.2% | 0.0% | 0.1% | 59.5% |

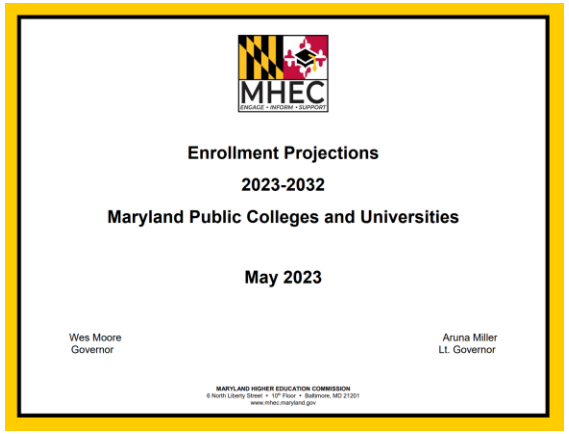
| | FY 2019 | FY 2020 | FY 2021 | FY 2022 |
|---|---|---|---|---|
| J Unrestricted revenue by source | | | | |
| a. Tuition and fees | 22.4% | 23.1% | 23.2% | 18.1% |
| b. State funding | 71.3% | 71.3% | 71.1% | 73.3% |
| c. Local funding | 0.7% | 1.0% | 1.1% | 1.1% |
| d. Other | 5.6% | 4.6% | 4.5% | 7.5% |

| | FY 2019 | FY 2020 | FY 2021 | FY 2022 |
|---|---|---|---|---|
| K Expenditures by function | | | | |
| a. Instruction | 35.8% | 41.6% | 41.9% | 40.1% |
| b. Academic support | 12.3% | 13.4% | 10.5% | 10.3% |
| c. Student services | 9.7% | 10.0% | 9.9% | 8.6% |
| d. Other | 42.2% | 35.0% | 37.6% | 41.0% |

Exhibit 12.5

## Projections of Headcount Enrollment at Maryland Community Colleges

| | Fall 22 FY 23 Actual | Fall 23 FY 24 Projected | Fall 24 FY 25 Projected | Fall 25 FY 26 Projected | Fall 26 FY 27 Projected | Fall 27 FY 28 Projected | Fall 28 FY 29 Projected | Fall 29 FY 30 Projected | Fall 30 FY 31 Projected | Fall 31 FY 32 Projected | Fall 32 FY 33 Projected | % Change FY 23-33 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Allegany College of Maryland** | | | | | | | | | | | | |
| Full-time | 825 | 1,119 | 1,133 | 1,147 | 1,147 | 1,147 | 1,148 | 1,148 | 1,149 | 1,155 | 1,161 | 41% |
| Part-time | 1,753 | 2,105 | 2,124 | 2,143 | 2,150 | 2,156 | 2,163 | 2,170 | 2,177 | 2,184 | 2,192 | 25% |
| Total Headcount | 2,578 | 3,224 | 3,257 | 3,290 | 3,297 | 3,303 | 3,311 | 3,318 | 3,326 | 3,339 | 3,353 | 30% |
| **Anne Arundel Community College** | | | | | | | | | | | | |
| Full-time | 2,842 | 3,775 | 3,822 | 3,867 | 3,869 | 3,870 | 3,871 | 3,873 | 3,874 | 3,895 | 3,917 | 38% |
| Part-time | 7,350 | 8,824 | 8,905 | 8,985 | 9,014 | 9,042 | 9,069 | 9,098 | 9,126 | 9,158 | 9,189 | 25% |
| Total Headcount | 10,192 | 12,599 | 12,727 | 12,852 | 12,883 | 12,912 | 12,940 | 12,971 | 13,000 | 13,053 | 13,106 | 29% |
| **Baltimore City Community College** | | | | | | | | | | | | |
| Full-time | 847 | 1,149 | 1,163 | 1,177 | 1,178 | 1,178 | 1,178 | 1,179 | 1,179 | 1,186 | 1,192 | 41% |
| Part-time | 2,691 | 3,265 | 3,295 | 3,325 | 3,335 | 3,346 | 3,356 | 3,366 | 3,377 | 3,389 | 3,400 | 26% |
| Total Headcount | 3,538 | 4,414 | 4,458 | 4,502 | 4,513 | 4,524 | 4,534 | 4,545 | 4,556 | 4,575 | 4,592 | 30% |
| **Carroll Community College** | | | | | | | | | | | | |
| Full-time | 862 | 1,169 | 1,184 | 1,198 | 1,198 | 1,199 | 1,199 | 1,200 | 1,200 | 1,207 | 1,213 | 41% |
| Part-time | 2,023 | 2,398 | 2,420 | 2,442 | 2,450 | 2,457 | 2,465 | 2,472 | 2,480 | 2,489 | 2,497 | 23% |
| Total Headcount | 2,885 | 3,567 | 3,604 | 3,640 | 3,648 | 3,656 | 3,664 | 3,672 | 3,680 | 3,696 | 3,710 | 29% |
| **Community College of Baltimore County** | | | | | | | | | | | | |
| Full-time | 4,058 | 5,506 | 5,573 | 5,640 | 5,642 | 5,643 | 5,646 | 5,648 | 5,649 | 5,680 | 5,712 | 41% |
| Part-time | 11,261 | 13,618 | 13,742 | 13,866 | 13,910 | 13,953 | 13,996 | 14,039 | 14,083 | 14,133 | 14,181 | 26% |
| Total Headcount | 15,319 | 19,124 | 19,315 | 19,506 | 19,552 | 19,596 | 19,642 | 19,687 | 19,732 | 19,813 | 19,893 | 30% |


MHEC

Enrollment Projections

2023-2032

Maryland Public Colleges and Universities

May 2023

Wes Moore
Governor

Aruna Miller
Lt. Governor

MARYLAND HIGHER EDUCATION COMMISSION
6 North Liberty Street • 10th Floor • Baltimore, MD 21201
www.mhec.maryland.gov

# 2022 Maryland Higher Education Report Card

## 2022 Maryland Higher Education Report Card

Exhibit 12.5

**Goal 1: Access - Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents.**

| | | FY 2019 | FY 2020 | FY 2021 | FY 2022 | Benchmark FY 2025 |
|---|---|---|---|---|---|---|
| 1 | Annual unduplicated headcount | | | | | |
| | a. Total | 13,177 | 11,119 | 8,940 | 8,848 | **14,300** |
| | b. Credit students | 6,694 | 7,025 | 6,358 | 5,761 | **7,473** |
| | c. Continuing education students | 6,611 | 4,193 | 2,659 | 3,126 | **7,152** |

| | | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Benchmark Fall 2025 |
|---|---|---|---|---|---|---|
| 2 | Market share of first-time, full-time freshmen<br>Note: Methodology changed starting in Fall 2019. | 27.5% | 18.4% | 13.2% | 12.3% | **23.4%** |

| | | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Benchmark Fall 2025 |
|---|---|---|---|---|---|---|
| 3 | Market share of part-time undergraduates<br>Note: Methodology changed starting in Fall 2019. | 35.4% | 33.7% | 35.0% | 32.5% | **38.7%** |

| | | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Benchmark Fall 2024 |
|---|---|---|---|---|---|---|
| 4 | Market share of recent, college-bound high school graduates | 38.2% | 36.6% | 20.7% | 18.4% | **37.0%** |

| | | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022* | Benchmark Fall 2025 |
|---|---|---|---|---|---|---|
| 5 | High school student enrollment<br>(Note: Fall 2018 includes those who enrolled after EIS)<br>* May not include all PTECH | 245 | 442 | 481 | 436 | **640** |

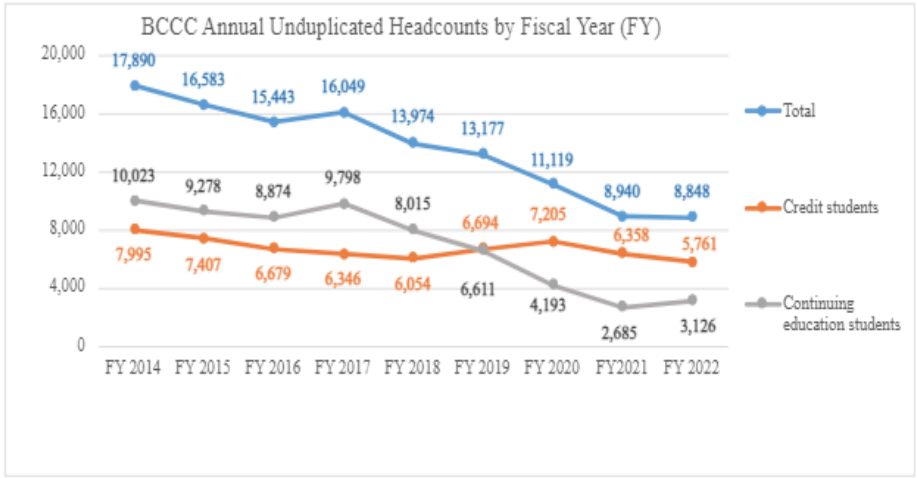
| | | FY 2019 | FY 2020 | FY 2021 | FY 2022 | Benchmark FY 2025 |
|---|---|---|---|---|---|---|
| 6 | Annual enrollment in online/hybrid courses | | | | | |
| | a. Credit, online | 7,200 | 9,152 | 27,238 | 18,573 | **7,639** |
| | b. Continuing education, online | 1,121 | 135 | 5,330 | 5,672 | **176** |
| | c. Credit, hybrid | 1,217 | 1,211 | 0 | 47 | **740** |
| | d. Continuing education, hybrid | 0 | 0 | 0 | 0 | **0** |

### Indicator 1: Annual Unduplicated Headcount

MHEC definition: Unduplicated fiscal year headcounts, including out-of-service area and out-of-state students.
Total (a) is the unduplicated number derived from (b) and (c).

Years Reported for 2023 PAR Submission

| | | FY 2014 | FY 2015 | FY 2016 | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY2021 | FY 2022 | Benchmark 2025 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Annual unduplicated headcount | | | | | | | | | | |
| a. | Total | 17,890 | 16,583 | 15,443 | 16,049 | 13,974 | 13,177 | 11,119 | 8,940 | 8,848 | 14,300 |
| b. | Credit students | 7,995 | 7,407 | 6,679 | 6,346 | 6,054 | 6,694 | 7,205 | 6,358 | 5,761 | 7,473 |
| c. | Continuing education students | 10,023 | 9,278 | 8,874 | 9,798 | 8,015 | 6,611 | 4,193 | 2,685 | 3,126 | 7,152 |




FY 2023 Annual Unduplicated Headcount
Total: 7,586
Credit: 4,924
Continuing Ed: 2,710

# 2022 Maryland Higher Education Report

Exhibit 12.5

## 2022 Report Card

**Goal 1: Access - Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents.**

| | | FY 2020 | FY 2021 | FY 2022 | FY 2023 | Benchmark FY 2026 |
|---|---|---|---|---|---|---|
| 7 | Tuition and mandatory fees | | | | | |
| | a. Annual tuition and fees for full-time students | 3364 | 3314 | 3314 | 3314 | NA |
| | b. Percent of tuition/fees at Md public four-year institutions | 34.7% | 36.8% | 33.7% | 33.0% | 36.8% |
| | Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level. | | | | | |

| | | FY 2019 | FY 2020 | FY 2021 | FY 2022 | Benchmark FY 2025 |
|---|---|---|---|---|---|---|
| 8 | Enrollment in continuing education community service and lifelong learning courses | | | | | |
| | a. Unduplicated annual headcount | 105 | 39 | 43 | 0 | 78 |
| | b. Annual course enrollments | 124 | 47 | 49 | 0 | 95 |

| | | FY 2019 | FY 2020 | FY 2021 | FY 2022 | Benchmark FY 2025 |
|---|---|---|---|---|---|---|
| 9 | Enrollment in continuing education basic skills and literacy courses | 4.353 | 2,981 | 1,707 | 2,258 | 3802 |
| | a. Unduplicated annual headcount | 8,395 | 5,572 | 3,244 | 4,179 | 7,604 |
| | b. Annual course enrollments | | | | | |

| | | FY 2019 | FY 2020 | FY 2021 | FY 2022 | Benchmark FY 2025 |
|---|---|---|---|---|---|---|
| 10 | Adult education student achievement of: | | | | | |
| | a. At least one ABE educational functioning level | 27.2% | 21.5% | 23.4% | 26.5% | 36.2% |
| | b. At least one ESL educational functioning level | 32.5% | 24.8% | 24.5% | 22.5% | 43.3% |
| | Note: Not reported if < 50 students in the cohort | | | | | |

| | | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Benchmark Fall 2025 |
|---|---|---|---|---|---|---|
| 11 | Minority student enrollment compared to service area population | | | | | |
| | a. Percent nonwhite credit enrollment | 93.4% | 92.7% | 94.5% | 95.5% | 93.0% |

| | | FY 2019 | FY 2020 | FY 2021 | FY 2022 | Benchmark FY 2025 |
|---|---|---|---|---|---|---|
| | b. Percent nonwhite continuing education enrollment | 97.5% | 97.4% | 90.0% | 89.2% | 92.0% |

| | | July 2019 | July 2020 | July 2021 | July 2022 | Benchmark Not Required |
|---|---|---|---|---|---|---|
| | c. Percent nonwhite service area population, 15 or older | 70.3% | 70.5% | 70.5% | 71.0% | NA |

| | | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Benchmark Fall 2025 |
|---|---|---|---|---|---|---|
| 12 | Percent minorities (nonwhite) of full-time faculty | 78.3% | 77.1% | 75.3% | 80.0% | BCCC does not benchmark. |

| | | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Benchmark Fall 2025 |
|---|---|---|---|---|---|---|
| 13 | Percent minorities (nonwhite) of full-time administrative and professional staff | 77.1% | 75.3% | 73.5% | 68.8% | BCCC does not benchmark. |

# 2022 M□r□□d□□ □□□□□r□□ □□□r□d□□□□□□□
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Exhibit 12.5

**Goal 2: Success - Promote and implement practices and policies that will ensure student success.**

| | Fall 2018 Cohort | Fall 2019 Cohort | Fall 2020 Cohort | Fall 2021 Cohort | Benchmark Fall 2024 Cohort |
|---|---|---|---|---|---|
| 14 Fall-to-fall retention | | | | | |
| a. All students | 35.2% | 31.2% | 39.3% | 37.5% | **36.0%** |
| b. Pell grant recipients | 34.8% | 35.0% | 55.4% | 44.7% | **40.0%** |
| c. Developmental students | 36.2% | 31.3% | 40.2% | 36.6% | **36.0%** |
| d. College-ready students | 25.0% | 29.3% | 38.5% | 56.1% | **34.0%** |

| | Fall 2015 Cohort | Fall 2016 Cohort | Fall 2017 Cohort | Fall 2018 Cohort | Benchmark Fall 2021 Cohort |
|---|---|---|---|---|---|
| 15 Developmental completers after four years | 33.1% | 36.4% | 34.9% | 38.8% | **46.0%** |

| | Fall 2015 Cohort | Fall 2016 Cohort | Fall 2017 Cohort | Fall 2018 Cohort* | Benchmark Fall 2021 Cohort |
|---|---|---|---|---|---|
| 16 Successful-persister rate after four years | | | | | |
| a. College-ready students | 64.3% | na (n=21) | na (n=29) | na (n=10) | **69.3%** |
| b. Developmental completers | 76.7% | 77.6% | 75.1% | 67.7% | **82.6%** |
| c. Developmental non-completers | 28.9% | 27.0% | 46.0% | 30.3% | **NA** |
| d. All students in cohort | 57.1% | 57.7% | 62.2% | 53.0% | **62.7%** |

*May change with updated National Student Clearinghouse (NSC) file.

| | Fall 2015 Cohort | Fall 2016 Cohort | Fall 2017 Cohort | Fall 2018 Cohort | Benchmark Not Required |
|---|---|---|---|---|---|
| 17 Successful-persister rate after four years | | | | | |
| a. White only | na (n=18) | na (n=23) | na (n=14) | na (n=19) | **NA** |
| b. Black/African American only | 54.5% | 54.3% | 62.3% | 53.0% | **NA** |
| c. Asian only | na (n=29) | na (n=17) | na (n=14) | na (n=7) | **NA** |
| d. Hispanic/Latino | na (n=9) | na (n=19) | na (n=10) | 40.4% | **NA** |

Note: Not reported if < 50 students in the cohort for analysis

*May change with updated NSC file.

| | Fall 2015 Cohort | Fall 2016 Cohort | Fall 2017 Cohort | Fall 2018 Cohort | Benchmark Fall 2021 Cohort |
|---|---|---|---|---|---|
| 18 Graduation-transfer rate after four years | | | | | |
| a. College-ready students | 54.3% | na (n=21) | na (n=29) | na (n=10) | **58.3%** |
| b. Developmental completers | 51.7% | 43.7% | 54.7% | 41.6% | **71.1%** |
| c. Developmental non-completers | 23.3% | 23.6$% | 30.0% | 26.1% | **NA** |
| d. All students in cohort | 41.5% | 36.7% | 43.3% | 35.9% | **51.5%** |

Fall 2018 Cohort may change with updated NSC file

| | Fall 2015 Cohort | Fall 2016 Cohort | Fall 2017 Cohort | Fall 2018 Cohort | Benchmark Not Required |
|---|---|---|---|---|---|
| 19 Graduation-transfer rate after four years | | | | | |
| a. White only | na (n=18) | na (n=23) | na (n=14) | na (n=19) | **NA** |
| b. Black/African American only | 39.3% | 35.3% | 43.5% | 36.1% | **NA** |
| c. Asian only | na (n=29) | na (n=17) | na (n=14) | na (n=7) | **NA** |
| d. Hispanic/Latino | na (n=9) | na (n=19) | na (n=10) | 23.1% | **NA** |

Note: Not reported if < 50 students in the cohort for analysis

Fall 2018 may change with updated NSC file.

| | FY 2019 | FY 2020 | FY 2021 | FY 2022 | Benchmark FY 2025 |
|---|---|---|---|---|---|
| 20 Associate degrees and credit certificates awarded | | | | | |
| a. Total awards | 629 | 544 | 581 | 473 | **706** |
| b. Career degrees | 279 | 250 | 272 | 246 | **NA** |
| c. Transfer degrees | 152 | 134 | 154 | 139 | **NA** |
| d. Certificates | 198 | 160 | 155 | 88 | **NA** |
| e. Unduplicated graduates | 553 | 484 | 521 | 433 | **NA** |

| | AY 18-19 | AY 19-20 | AY 20-21 | AY 21-22 | Benchmark AY 2024-25 |
|---|---|---|---|---|---|
| 21 First-year GPA of 2.0 or above at transfer institution | 81.6% | 87.8% | 84.6% | 78.8% | **90.3%** |

| | FY 2018 Graduates | FY 2019 Graduates | FY 2020 Graduates | FY 2021 Graduates | Benchmark FY 2024 Graduates |
|---|---|---|---|---|---|
| 22 Graduate transfers within one year* | 43.8% | 70.1% | 48.5% | 44.2% | **48.0%** |

FY 2019 updated in 2022; FY 2021 may change with updated NSC file.

Exhibit 12.5

**Goal 3: Innovation - Foster innovation in all aspects of Maryland higher education to improve access and student success.**

| | FY 2019 | FY 2020 | FY 2021 | FY 2022 | Benchmark FY 2025 |
|---|---|---|---|---|---|
| 23 Credit program pass rates in licensure/certification examinations required for employment | | | | | |
| a. Nursing - National Council | 80.8% | 77.1% | 81.7% | 78.0% | 90.0% |
| Number of Candidates | 52 | 48 | 71 | 41 | |
| b. Licensed Practical Nurse - National Council | 93.8% | 80.0% | 73.3% | 66.7% | 90.0% |
| Number of Candidates | 16 | 10 | 15 | 12 | |
| c. Physical Therapy - Assessment Systems | 83.3% | 100.0% | 88.9% | 66.7% | 90.0% |
| Number of Candidates | 12 | 11 | 9 | 6 | |
| d. Dental Hygiene - National (Written) Board | 84.6% | 100.0% | Not Applicable* | 92.9% | 90.0% |
| Number of Candidates | 13 | 13 | 0 | 14 | |
| e. Respiratory Care - MD Entry Level Exam | 84.6% | 100.0% | 100.0% | 100.0% | 95.0% |
| Number of Candidates | 13 | 8 | 8 | 4 | |

* Due to COVID-19 related delays.

| | FY 2018 Graduates | FY 2019 Graduates | FY 2020 Graduates | FY 2020 Graduates | Benchmark Not Required |
|---|---|---|---|---|---|
| 24 Graduates employed within one year | 79.8% | 80.8% | 77.7% | 80.9% | NA |

| | FY 2016 Graduates | FY 2017 Graduates | FY 2018 Graduates | FY 2019 Graduates | Benchmark Not Required |
|---|---|---|---|---|---|
| 25 Income growth of career program graduates | | | | | |
| a. Median annualized income one year prior to graduation | $22,920 | $23,440 | $20,040 | $24,304 | NA |
| b. Median annualized income three years after graduation | $46,804 | $45,140 | $39,536 | $49,912 | NA |

| | FY 2019 | FY 2020 | FY 2021 | FY 2022 | Benchmark FY 2025 |
|---|---|---|---|---|---|
| 26 Enrollment in continuing education workforce development courses | | | | | |
| a. Unduplicated annual headcount | 1,630 | 1,439 | 1,337 | 1,284 | 2,472 |
| b. Annual course enrollments | 2,132 | 1,831 | 2,164 | 1,940 | 3,296 |

| | FY 2019 | FY 2020 | FY 2021 | FY 2022 | Benchmark FY 2025 |
|---|---|---|---|---|---|
| 27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure | | | | | |
| a. Unduplicated annual headcount | 1,089 | 739 | 744 | 739 | 2,472 |
| b. Annual course enrollments | 2,460 | 1,023 | 1,254 | 1,246 | 3,296 |

| | FY 2019 | FY 2020 | FY 2021 | FY 2022 | Benchmark FY 2025 |
|---|---|---|---|---|---|
| 28 Enrollment in contract training courses | | | | | |
| a. Unduplicated annual headcount | 1,740 | 726 | 506 | 392 | 2025 |
| b. Annual course enrollments | 2,837 | 1,057 | 1,035 | 610 | 2,700 |

State of Maryland Budget

Maryland (MD) State Plan for Higher Education

| State GOAL 1<br>Student Success | State GOAL 2<br>Student Access | State GOAL 3<br>Innovation |
|---|---|---|

BCCC Key Performance Indicators (PAR & MFR)

BCCC Mission, Vision & Values

BCCC 2018-2022 Strategic Plan

12 Realignment Tasks

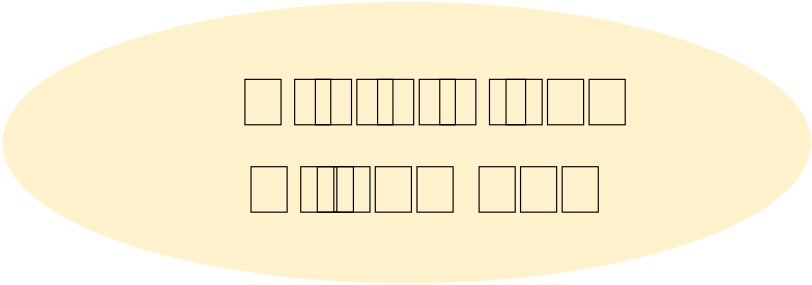
**BCCC 2024-2029 Strategic Plan**

Departmental Action Plans

Individual SMART Goals

Assessment

Department/Program Budgets



- Academic Master Plan
- Facilities Master Plan
- Enrollment Master Plan
- IT Master Plan
- Institutional Accreditation

# 2022 Maryland State Plan for Higher Education




How can BCCC:

1. Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents?

BCCC 2024-2029 Strategic Plan Themes:



# 2022 Maryland State Plan for Higher Education




How can BCCC:

2. Promote and implement practices and policies that will ensure student success?

BCCC 2024-2029 Strategic Plan Themes:



# 2022 Maryland State Plan for Higher Education




How can BCCC:

3. Foster innovation in all aspects of Maryland higher education to improve access and student success?

BCCC 2024-2029 Strategic Plan Themes:



# Telling Our Story

**BALTIMORE CITY COMMUNITY COLLEGE**
**2023 PERFORMANCE ACCOUNTABILITY REPORT**

## I. MISSION

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

## II. INSTITUTIONAL ASSESSMENT

**State Plan Goal 1. Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.**

BCCC continued operating in a remote learning and service environment through winter 2022 and returned to a primarily in-person environment in spring 2022. Throughout the pandemic, Baltimore City, the College's primary service area, remained among the highest jurisdictions in the State for COVID-19 positivity and the lowest for vaccinations. BCCC's Liberty Campus zip code, 21215, had the highest positivity rate in Baltimore City. The effects of the pandemic lasted longer than anticipated, particularly in terms enrollment. The College's annual unduplicated credit headcount decreased to 5,761 in fiscal year (FY) 2022 (Indicator 1b). In fall 2021 (FY 2022), Maryland community colleges' credit enrollment continued declining, with a decrease of 10%. In fall 2022, there was a 2% decline across the community colleges. This continued decline is reflected in the College's fall 2022 headcount (Characteristic A). The fall credit headcount declined to 3,538 and the percentage of part-time students decreased by 3.1 percentage points (Characteristic A). While the market share of first-time, full-time freshmen decreased slightly, the number increased by 21.1% (Indicator 2). The market share of part-time undergraduates decreased slightly as did the market share of recent, college-bound high school graduates (Indicators 3 and 4). The characteristics and personal responsibilities of the majority of BCCC's students make full-time enrollment challenging: 47.3% of credit students are 25 years of age or older and 46.1% work at least 20 hours per week (Characteristics F and G).

The shift to a remote learning environment occurred in spring 2020 and was in place for all of FY 2021 and over half of FY 2022, as reflected in the enrollments in credit and continuing education online courses (Indicator 6). The College has continued the sessions within the fall and spring terms that it initiated in response to the pandemic; the 14- and 10-week sessions are now standard in the academic calendar. Prior to the pandemic, BCCC had a stable proportion of students enrolled in distance education; in fall 2022, the percent exclusively enrolled in distance education increased slightly to 12.7% from 10.5% in fall 2019, the last fall before the pandemic (Characteristic I). When the College transitioned to the remote learning environment, it created a balance of asynchronous and synchronous sections; that balance is still a key consideration in creating class schedules. BCCC expanded its course offerings in the winter 2021, 2022, and 2023 sessions, which resulted in enrollment increasing from 35 in winter 2020 to 247 in winter 2021. The increases continued in winter 2022 and 2023 to 283 and 320, respectively.

**State Plan Goal 2. Success: Promote and implement practices and policies that will ensure student success.**

BCCC's fall-to-fall retention rate decreased slightly with the fall 2021 cohort at 37.5%, but remained above the benchmark of 36.0%. The college-ready cohort had the highest increase to 56.1% although it is the smallest of the three sub-cohorts (Indicator 14). The four-year developmental completer rate increased by 4 percentage points for the fall 2018 cohort to 38.9%, 10 percentage points higher than for the fall 2014 cohort (Indicator 15). In FY 2021, BCCC implemented a policy to formalize use of multiple measures to assess for placement in developmental or college-level English/reading and math courses and changed its academic standing policy to add a "probation" status to allow extra time to return to good academic standing after being on "warning." As the physical campus reopened in spring 2022, the Testing Center reinstated the use of Accuplacer as a form of assessment; it became the primary form of assessment in fall 2022. In fall 2022, a new Director of Testing was appointed and the Center expanded its hours of operation to include two evenings per week and alternate Saturdays. PRE 100, Preparation for Academic Achievement, has been revised to fill more first-year experience needs. The VISTA Success Coach Project delivers non-academic support to about 150 students per semester in MAT 107, Modern Elementary Statistics, The Coach assists with navigating services, developing personal success plans, and building self-advocacy. As a result, the F grade rate was reduced by 10 percentage points, increasing the number of students persisting.

**State Plan Goal 3. Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.**

In spring 2020, students in their final semester of Nursing and Health Professions programs were not able to complete all of their clinical and lab instruction due to the pandemic, which decreased the number of graduates eligible to take the respective licensing exams. After a year no graduates able to sit for the Board exam in FY 2021, FY 2022 saw a passing rate of 92.9% for 14 Dental Hygiene graduates. Program faculty and staff remain committed to ensuring students get the clinical experiences needed to demonstrate competency in the established learning objectives. Perkins funds were utilized to invest in high fidelity instruments and mannequins to meet the needs of the laboratories. Respiratory Care graduates licensure exam pass rates remained at 100% for the third consecutive year (four sat for the exam in FY 2022). The Physical Therapist Assistant program's pass rate declined (six graduates sat). To enhance learning outcomes and increase pass rates, the program adopted physical and online resources including lab equipment and practice exam review. The number of graduates who sat for the Nursing NCLEX-RN exam pass rate fell to 41 and the pass rate fell slightly to 78.0%. Teaching strategies being utilized to

## COMMUNITY OUTREACH AND IMPACT

BCCC's Strategic Plan calls for growing and strengthening partnerships and community engagement. The College is committed to engaging and improving communities in the greater Baltimore area. Dedicated faculty, staff, and students provide their time and expertise to serve the City's citizens, neighborhood and community organizations, public schools, and employers.

The COVID-19 pandemic created challenges for the College community though FY 2022. Throughout the pandemic, the City was in the top five Maryland jurisdictions in terms of COVID-19 cases and 21215, the zip code for the Liberty Campus, remained one of the highest zip codes in the State. BCCC served as a partner with many City and State stakeholders to support its neighbors. In partnership with CVS, the College served as a host site for community testing for the majority of the pandemic. BCCC expanded the partnership with CVS and the Baltimore City Department of Health to serve as a host site for COVID-19 vaccinations for an extended period with support from the College's Public Safety department.

BCCC's Citizenship Preparation Program, under a Maryland Office of Refugees and Asylees/Maryland Department of Human Resources grant, ensures that refugees age 60 and over have access to mainstream aging services in their community through the Services to Older Refugees (SOR) Program. It enables older refugees to live independently as long as possible; provides appropriate services to those who are not currently being served in the community; establishes and expands working relationships with State and local agencies to ensure refugee access to aging services; links refugees to naturalization services that help them become U.S citizens. Citizenship classes for older refugees are currently provided at the BCCC Harbor location, Goodnow Community Center, Church of the Most Precious Blood, and Active Day of Baltimore. The College partners with many community organizations to support the older refuges including the International Rescue Committee of Baltimore, Maryland Volunteer Lawyers Services, Maryland Access Point, and Meals on Wheels of Central Maryland.

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**Ms. Becky L. Burrell, Accreditation Liaison Officer, Co-Coordinator Self-Study**

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**Dr. Jacqueline A. Hill, Co-Coordinator Self-Study**

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**Ms. Eileen F. Hawkins, Co-Chair Self-Study Steering Committee**

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**Ms. Aundrea D. Wheeler, Co-Chair Self-Study Steering Committee**

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www.msche.org

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BALTIMORE CITY
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# 2024-2029
# Draft
# Strategic Plan
# Framework

**Dr. Debra L. McCurdy, President**

**Ms. Becky L. Burrell, Vice President**
**Institutional Effectiveness, Research & Planning**

# Strategic Planning Recap

**September 2023 through September 2025**

## Phase 1: Getting Started - Strategic Ideation

- Step 1: Presidential Touchpoint
- Step 2: Leadership Diagnostics
- Step 3: Discovery Resources

→ September 2023

- Step 4: Leadership Team Retreat

→ October 2023

- Step 5: Board Retreat
- Step 6: Community Engagements

→ December 2023 January 2024




## Phase 2: Pulling it Together – Strategic Build

- Step 7: Planning Team One
- Step 8: Theme Teams
- Step 9: Planning Team Two

→ January-May 2024

## Phase 3: Living Out the Plan – Strategic Action

- Step 10: Community Affirmation & Board Approval

→ May-September 2024

- Step 11: Software and Project Plan Development

→ September 2023-February 2024

- Step 12: Implementation Support

→ August 2024-September 2025

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2024-2025 DRAFT STRATEGIC PLAN FRAMEWORK

# Global Plan Alignment

Exhibit 12.6

| MSCHE Standards for Accreditation, 13th Ed. | Standard I – Mission & Goals | Standard II – Ethics & Integrity | Standard III – Design & Delivery of the Student Learning Experience | Standard IV – Support of the Student Learning Experience | Standard V – Educational Effectiveness Assessment | Standard VI – Planning, Resources & Institutional Improvement | Standard VII – Government, Leadership & Administration |
|---|---|---|---|---|---|---|---|
| MHEC 2022 MD State Plan for Higher Education | Goal 1 – Access | Goal 2 – Success | Goal 2 – Success<br>Goal 3 – Innovation | Goal 2 – Success<br>Goal 3 – Innovation | Goal 2 – Success | Goal 1 – Access<br>Goal 3 – Innovation | Goal 2 – Success |
| MD General Assembly 2017 BCCC Realignment Tasks | Task 1 – Review and strategically align core course offerings<br>Task 2 – Prioritize workforce development and job placement<br>Task 3 – Improve student pathways to success<br>Task 4 – Establish student pathways with City Schools and higher education institutions<br>Task 5 – Align budget with realistic projections<br>Task 7 – Establish strong relationships with stakeholders<br>Task 8 – Develop and market a brand for BCCC<br>Task 9 – Address IT and infrastructure<br>Task 12 – Review and revise the Strategic Plan | Task 8 – Develop and Market a Brand for BCCC<br>Task 11 – Identify any barriers in state or local laws or regulations that impede operations | Task 9 – Address IT and infrastructure | Task 2 – Prioritize workforce development and job placement | Task 2 – Prioritize workforce development and job placement<br>Task 3 – Improve student pathways to success | Task 1 – Review and strategically align core course offerings<br>Task 5 – Align budget with realistic projections<br>Task 6 – Comprehensive review of all positions<br>Task 8 – Develop and market a brand for BCCC<br>Task 8 – Develop and market a brand for BCCC<br>Task 9 – Address IT and infrastructure<br>Task 10 – Develop or sell underutilized real estate<br>Task 11 – Identify any barriers in state or local laws or regulations that impede operations<br>Task 12 – Review and revise the Strategic Plan | Task 2 – Prioritize workforce development and job placement<br>Task 4 – Establish student pathways with City Schools and higher education institutions<br>Task 6 – Comprehensive review of all positions<br>Task 7 – Establish strong relationships with stakeholders<br>Task 11 – Identify any barriers in state or local laws or regulations that impede operations |
| BCCC 2018-2022 Strategic Plan superseded by Realignment Tasks 2024-2029 in-process | Goal 1 – Student Success | Goal 1 – Student Success | Goal 1 – Student Success<br>Goal 2 – Community Engagement | Goal 1 – Student Success<br>Goal 2 – Community Engagement | Goal 1 – Student Success<br>Goal 3 – Institutional Framework | Goal 3 – Institutional Framework | Goal 2 – Community Engagement<br>Goal 3 – Institutional Framework |
| BCCC 2014-2017 Academic Master Plan 2024-2029 in-process | Goal 1 – Academic Success | Goal 1 – Academic Success | Goal 1 – Academic Success<br>Goal 4 – Effective Technology | Goal 1 – Academic Success<br>Goal 4 – Effective Technology | Goal 1 – Academic Success<br>Goal 4 – Effective Technology | Goal 3 – Physical Learning Environment<br>Goal 5 – Revenue | Goal 2 – Effective Operations |
| BCCC 2013-2018 Strategic Enrollment Management & Retention Plan 2019-Present Updated Annually 2024-2029 in-process | Goal 1 – Stabilize Enrollments<br>Goal 5 – Responding to Economic Forces | | Goal 6 – Creating a Culture of Evidence | Goal 2 – Linking Academic and Student Service Programs<br>Goal 4 – Transforming Retention Rates | Goal 3 – Improving Services<br>Goal 6 – Creating a Culture of Evidence | Goal 3 – Improving Services<br>Goal 6 – Creating a Culture of Evidence | Goal 5 – Responding to Economic Forces |
| BCCC 2020 Facilities Master Plan | Priority 1 – Address Deferred Maintenance<br>Priority 2 – Replace Aging Structures<br>Priority 3 – Grow New Programs | | Priority 1 – Address Deferred Maintenance<br>Priority 3 – Grow New Programs | Priority 1 – Address Deferred Maintenance<br>Priority 3 – Grow New Programs | Priority 2 – Replace Aging Structures<br>Priority 3 – Grow New Programs | Priority 1 – Address Deferred Maintenance<br>Priority 2 – Replace Aging Structures | Priority 3 – Grow New Programs |
| BCCC 2023 IT Master Plan | | Goal 1 – ERP Implementation | Goal 1 – ERP Implementation<br>Goal 2 – Technology Refresh | Goal 1 – ERP Implementation<br>Goal 2 – Technology Refresh | Goal 1 – ERP Implementation<br>Goal 2 – Technology Refresh | Goal 1 – ERP Implementation<br>Goal 2 – Technology Refresh<br>Goal 3 – Disaster Recovery Solution | Goal 1 – ERP Implementation<br>Goal 2 – Technology Refresh<br>Goal 3 – Disaster Recovery Solution |




## Realignment Tasks

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 in Baltimore City. (**VP Academic Affairs**)
2. Make workforce development and job placement top educational priorities of BCCC. (**VP Workforce Development & Continuing Education**)
3. Improve student pathways to success, including remedial education, attainment of a degree or a postsecondary certificate, and transfer to four-year institutions of higher education. (**VP Academic Affairs**)
4. Enter into memoranda of understanding in order to establish student pathways to success with the Baltimore City Public School System (BCPSS), institutions of higher education, and employers. (**VP Academic Affairs**)
5. Align the budget of BCCC with realistic enrollment projections. (**VP Finance & Administration, VP Institutional Effectiveness, Research & Planning, VP Student Affairs**)
6. Engage in a comprehensive review of all positions, faculty, and staff at BCCC. (**VP Finance & Administration**)
7. Establish strong relationships with key stakeholders, including those specified. (**VP Advancement**)
8. Develop and market a brand for BCCC. (**VP Advancement**)
9. Address the information technology (IT) and infrastructure needs of BCCC, including whether oversight by the Department of Information Technology is advisable. (**Chief Information Officer**)
10. Develop or sell all unused or underutilized real estate, including the Inner Harbor site. (**President & VP Finance & Administration**)
11. Identify any 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. (**President & Director for Government Relations**)
12. The Board of Trustees shall review and, if necessary, revise the strategic plan. (**President & Cabinet**)

# Planning/Mission, Vision & Values Statements ~ Faculty, Staff & Students

Faculty & Staff Update
May 3, 2024

**Credo** led planning engagements:

- **October 10 & 11, 2023** with the President & Cabinet members.
- **December 20, 2023** with the Board of Trustees, President & Cabinet members.
- **January 24, 2024** with Faculty & Staff
- **March 4, 2024** with Cabinet and budget managers (*Theme & Planning Groups)*.
- **April 5, 2024** with Cabinet and budget managers (*Theme & Planning Groups)*.
- **April 19, 2024** with Cabinet and budget managers (*Theme & Planning Groups)*.
- **May 2, 2024** with Cabinet and budget managers (*Theme & Planning Groups)*.
- **May 13, 2024** with Cabinet and budget managers (*Theme & Planning Groups)*.

**Student Planning Engagements**
February 29, 2024
April 8, 2024
April 18, 2024

**Faculty Planning Updates**
February 29, 2024
April 19, 2024

***Institutional Mission, Vision, and Values Statements Sessions Tuesday, March 5, 2024***
8:30am-10:00am, Mini-Conference Center
10:30am-Noon, Mini-Conference Center
1:00pm-2:30pm, Mini-Conference Center
3:00pm-4:30pm, Mini-Conference Center

(Upcoming Departmental & Program Statement Led by Cabinet)

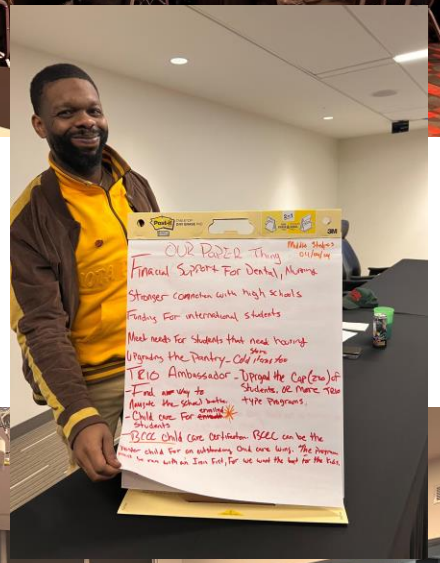
# Planning/Mission, Vision & Values Statements ~ Faculty, Staff & Students





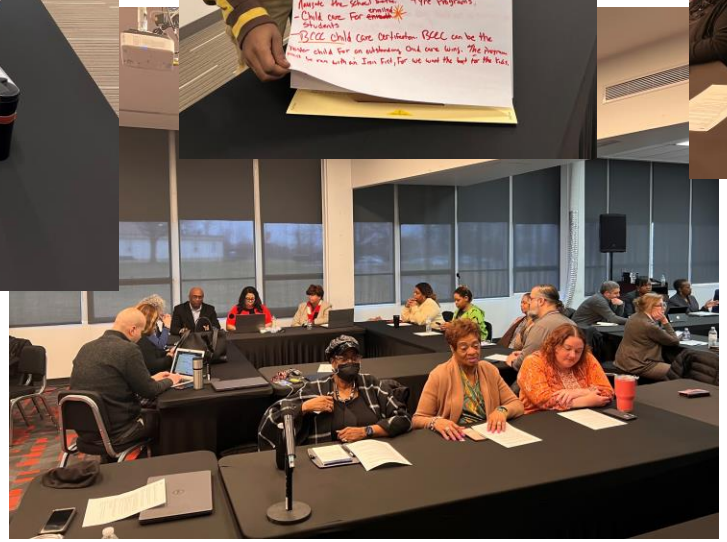










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# Shared Governance in Action

BALTIMORE CITY COMMUNITY COLLEGE

2024-2025
DRAFT
STRATEGIC PLAN
FRAMEWORK

**1,373+**
Individual Faculty & Staff "Ideas"
January 24th

| Theme | Question | Idea |
|---|---|---|
| Delivering Our Promise | 1.What is one thing BCCC could do to ensure that students experience a sense of connection, inclusion, and belonging? | Build a student center |
| Delivering Our Promise | 1.What is one thing BCCC could do to ensure that students experience a sense of connection, inclusion, and belonging? | Develop and implement a customer service model. Active student advisors from both the academic and student affairs division. |
| Delivering Our Promise | 1.What is one thing BCCC could do to ensure that students experience a sense of connection, inclusion, and belonging? | Advertisement should be a bit more broad. |
| Delivering Our Promise | 1.What is one thing BCCC could do to ensure that students experience a sense of connection, inclusion, and belonging? | We deliver what we promise. We have good customer service. Providing more resources to students--ex IT presence at helpdesk for students. |
| Delivering Our Promise | 1.What is one thing BCCC could do to ensure that students experience a sense of connection, inclusion, and belonging? | Serving free breakfast; Food vouchers through Finacial Aid Finacial Aid |
| Delivering Our Promise | 1.What is one thing BCCC could do to ensure that students experience a sense of connection, inclusion, and belonging? | Treat everyone and every department equally because we are as strong as our weekest department |
| Delivering Our Promise | 1.What is one thing BCCC could do to ensure that students experience a sense of connection, inclusion, and belonging? | Enhance transportation needs |
| Delivering Our Promise | 1.What is on experience a | |
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| Delivering Our Promise | 1.What is or experience a | |
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| | 1.What is or | |

Delivering Our Promise

| Theme | Question | Idea |
|---|---|---|
| Aligning Our Strengths | 1. How do we continue to support a healthy, productive and positive BCCC community? | Start with development and implementation/execution of healthy, productive and positive BCCC community. |
| Aligning Our Strengths | 1. How do we continue to support a healthy, productive and positive BCCC community? | Highlighting success stories for students, faculty and staff |
| Aligning Our Strengths | 1. How do we continue to support a healthy, productive and positive BCCC community? | First we have to build the support |
| Aligning Our Strengths | 1. How do we continue to support a healthy, productive and positive BCCC c | |
| Aligning Our Strengths | 1. How do we continue to suppo

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BALTIMORE CITY COMMUNITY COLLEGE

2024-2025 DRAFT STRATEGIC PLAN FRAMEWORK

# Theme & Planning Group

Exhibit 12.6

The President Charged the *Theme & Planning Groups* to:

- Review and analyze the Board, Cabinet and Faculty & Staff engagement data;
- Create the descriptive narrative for each strategic theme;
- Build the Strategic Plan based on community input;
- Set the measures and the targets for each initiative and ensure alignment with the Plan's Key Performance Indicators (KPIs);
- Monitor the progress of the Plan, assess Plan outcomes, and make improvements to the Plan.

## Delivering Our Promise

- Ms. Maria Rodriguez
- Mr. Michael Thomas
- Mr. Ish Aryal
- Ms. Dawna Attig
- Dr. Sherri Anna Brown
- Dr. Denise Holland
- Dr. Ghazanfar Mahmood
- Ms. Karen McCray
- Mr. Noah Northcott-Grant
- Dr. Phillip Powell

## Aligning Our Strengths

- Mr. Gussener Augustus
- Ms. Lyllis Green
- Ms. Donna Thomas
- Ms. Amy Dornier
- Dr. Phillip Gatling
- Ms. Eileen Hawkins
- Mr. Keenan Jones
- Ms. Karen King-Sheridan
- Ms. Anna Lansaw
- Mr. Brian Terrill
- Ms. Eileen Waitsman

## Expanding Our Reach

- Mr. Aubrey Bascombe
- Ms. Becky Burrell
- Mr. Peter Farrell
- Mr. Michael Berends
- Ms. Saleem Chaudhry
- Dr. Katana Hall
- Ms. Tamara Payne
- Ms. Shawnette Shearin
- Ms. Sands Simmons
- Dr. Elizabeth Van Pate
- Ms. Aundrea Wheeler

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2024-2025 DRAFT STRATEGIC PLAN FRAMEWORK

# 2024-2029 Strategic Plan Framework

## Delivering Our Promise

- Innovation & Outcomes –The Student Experience
- Deliberate Retention Approaches
- Designing Student-first Processes
- Market-Focused Academic Pathways

## Aligning Our Strengths

- Empowered & Courageous – Our Panther Community
- Budget Process Built for Innovation
- Leveraging Technology, Data, and Systems for Institutional Success
- Supporting Extraordinary Talent

## Expanding Our Reach

- Trusted & First – The Partner of Baltimore
- Our Students, Our Story
- From Realigned to Resolved
- Community Spaces that Connect and Activate

BCCC Community Day Data (Sorted) - Google Sheets

BCCC Planning Team Data Packet - Google Sheets

# 2024-2029 Strategic Plan Framework Development

| Theme | Initiative Title | Initiative Description | Year One Goal (What is completed in year one) | Definition of Success for the Initiative | Map Priority | Primary KPI |
|---|---|---|---|---|---|---|
| Delivering Our Promise | BCCC Student Center | Holistically support the credit and non-credit student experience. The Student Center will interface directly with the College's existing and developing student support services | In year one, the College will include the building of the student center in the capital budget submission and lobby legislators for approval of the student center initiative. | Student center is approved by the legislature in the capital budget and the College will have identified and contracted with a design team to begin planning phase. | Innovation and Outcomes- The Student Experience | Enrollment |
| Delivering Our Promise | Marketing and Promotion | Marketing plan for Credit and Non-Credit programs, including open houses and connection-building with applicants; high touchpoint intake | To develop a concrete plan with multi years priorities.<br><br>Evaluate current staffing and roles; what's needed to augment touchpoints at application/intake?<br><br>Kick-off academic fairs to cross-promote between credit and non-credit programming | In one year, the College will have developed a SMART marketing plan to promote the school. | Market-focused Academic Pathways | Enrollment |
| Delivering Our Promise | Crosswalk and Connections | non-credit to credit pathways, sufficient staffing to meet enrollment goals, more Recruitment and marketing, Restructure departments so that admissions and advising service credit and non credit | Identify staffing need, evaluate current business process, Recurring ERP Training, standing meeting between CR and non-CR, more cross-training. Restructure departments so that admissions and advising service credit and non credit | x% of students who move from one side to another,number of stackable credentials,course equivalency charts, consistent meetings/convenings across divisions, implementation of redesigned admissions process | Designing Student-first Process | Enrollment |
| Delivering Our Promise | Service Excellence | Providing a welcoming, informative and resourceful campus climate (internally and externally) that values active listening, understanding and providing accurate information and guidance. ***Create automated phone service that would connect students with the appropriate office and also an AI/chatbot component*** | Set college-wide standards, develop and implement service excellence training model for all stakeholders, have functioning automated phone service and an AI/chatbot | Identify stakeholders and create the curriculum for the training (the who and the what). Then: Quality of training--survey participants during the development phase. | Innovation and Outcomes- The Student Experience | Effectiveness |

BCCC Baltimore City Community College

# 2024-2029 Strategic Plan Framework Development

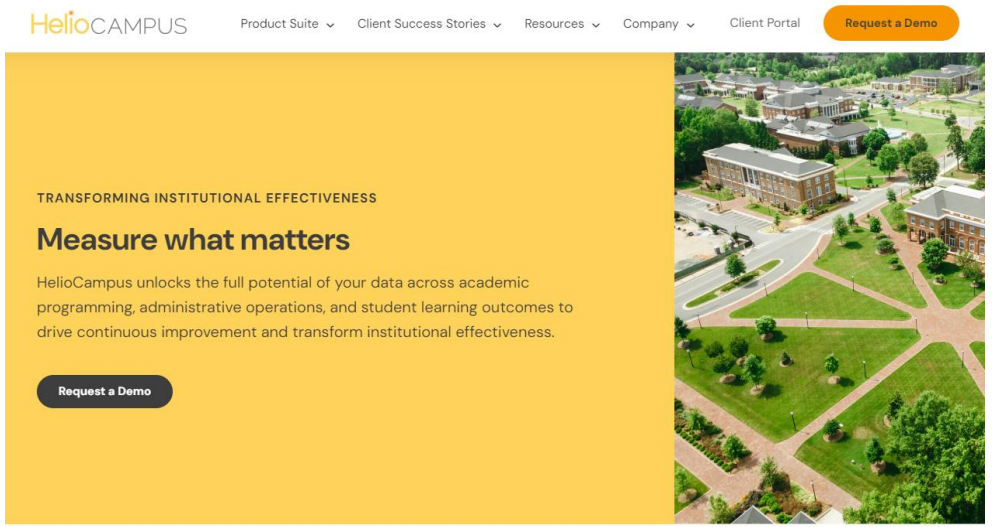
| Theme | Initiative Title | Initiative Description | Year One Goal (What is completed in year one) | Definition of Success for the Initiative | Map Priority | Primary KPI |
|---|---|---|---|---|---|---|
| Aligning Our Strengths | Enrollment & Retention Assessment Plan | Conducting research that will provide enrollment and financial forecasts. This will include proposing a budget that coordinates with enrollment trends and the needs of the instiuttion. | Connect with key departments that impact enrollment, retention and data trends of the instituion in order to identify financial needs. Ensure that the needs align with the misssion and strategic plan. | Increased enrollment and retention for the instituion. This also includes identifying key target groups that would include, but not limited to area public schools and neighborhoods. A creation of a plan to assess enrollment based on specific groups such as first-generation and specific majors. | Budget Process and Innovation | Enrollment |
| Aligning Our Strengths | Expanding Access & Community Partnerships | Creating and implementing strategic plans that include building partnerships that expand from the institution throughout the city. | Identify which organizations in the city that we will strive to build partnerships with. Establish an inventory process that will include current, past, and future partnerships. Begin to establish relationships with city partners that have been identified, as well as identifying exisiting partnerships. | Increased partnerships and presence in the community. | Panther Community | Other |
| Aligning Our Strengths | Supporting the Student Experience | Creating and enforcing student services that impact retention and student satisfaction. Student support services such as tutoring, mentorship, new student orientation peer mentoring program, developmental coursework and career pathway peer mentoring will help support all students. | Develop a plan to unite all areas of the instiuttion in a way that will support the student experience. Create a working group. | Student success as demonstrated through retention and student satisfaction through surveys. | Budget Process and Innovation | Retention |
| Aligning Our Strengths | Promoting Our Brand & Spreading Our Message | Define what marketing entails. Targeted marketing campaigns to gain different levels of engagement. | Tier system focusing on certain populations tied to the demand and needs. Market area schools, academic programs. Review data from admissions and enrollment, labor and occupational projections, academic program trends and enrollment, etc. | Feedback from area schools, adult learners, community partners, and special populations in the marketing target area that show an increase in interest and/or enrollment. | Budget Process and Innovation | Enrollment |

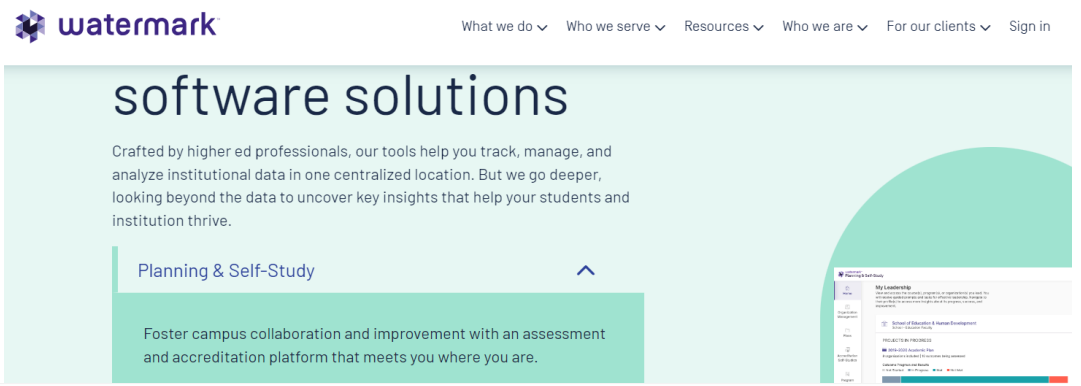
# 2024-2029 Strategic Plan Framework Development

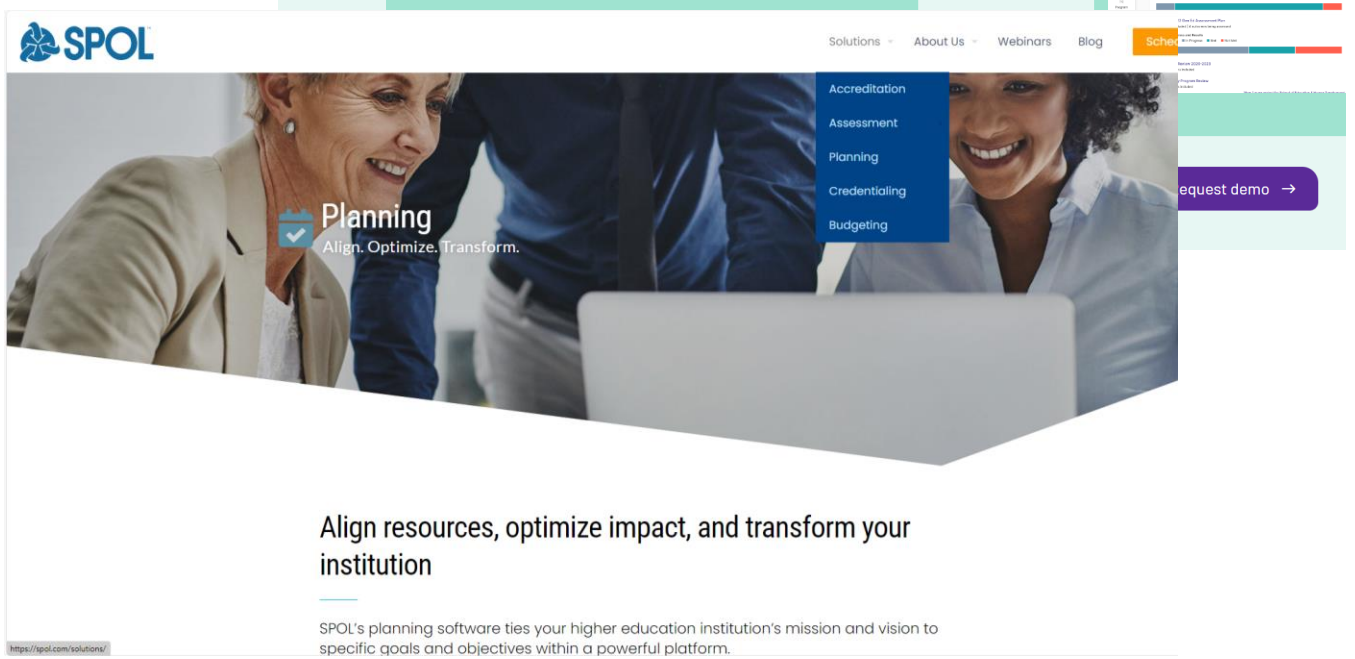
| Theme | Initiative Title | Initiative Description | Year One Goal (What is completed in year one) | Definition of Success for the Initiative | Map Priority | Primary KPI | Secondary KPI |
|---|---|---|---|---|---|---|---|
| Expanding Our Reach | Brand Education | We have newly established and approved brand and brand guidelines. The campus and community should be better educated about ways they can effectively market BCCC to internal and external constituents. | Brand roadshow to every department twice (six month intervals); incorporate brand education in new employee onboarding; alignment of brand pillars with talking points (play book) | Fully consistent brand usage in every department throught the College. | Realignment Priorities | Effectiveness | Enrollment |
| Expanding Our Reach | Content Contributors | Establish a group of contributors who can recommend and strategically plan how to leverage content and success stories to increase awareness of BCCC. | Develop success stories and other content that is leveraged among multiple platforms such as digital, newsletters, email, social, website, publications, and others. | Raise reach and awareness as measured by platform stats, enrollment growth, employee satisfaction and communication, and many other areas within the college. | Story - Marketing | Enrollment | Retention |
| Expanding Our Reach | Invest in and strengthen the infrastructure of the Advancement team. | Establish a full team of employees to better handle how we tell and sell the BCCC story. | Hire a Communications Director, Alumni Director, Foundation Director, and expand the Marketing Department to include additional key employees. Develop a short and long-term Advancement strategic plan. | A larger established team will create a short and long-term Advancement strategic plan to promote and expand the College's offerings and services with clarity, consistency and impact. | Story - Marketing | Enrollment | Effectiveness |
| Expanding Our Reach | Our Students... Our/Their Story | To share our students' success stories in spaces that raise the visibility of our institutional impact. Combine faculty/staff awards to identify staff who will be highlighted in student stories. Target partnerships with organizations that are unique to Baltimore (Ravens, Orioles, BGE) to solicit sponsors and become a significant sponsor (financial, volunteer, etc.) in significant events in Baltimore. Also partner with WBJC, MPT, and other Maryland entities that can help build and/or expand our marketing plan. | Create 3 premier partnerships with Baltimore City institutions that result in increased traffic to our website, increased interest in our academic and workforce programs, and increased enrollment. Stronger positioning within Baltimore City and the state of Maryland. | Earned trust of Baltimore City community. | Story - Marketing | Enrollment | Budget |

# MSCHE Action Plan: Strategi Planning & Assessment Tool

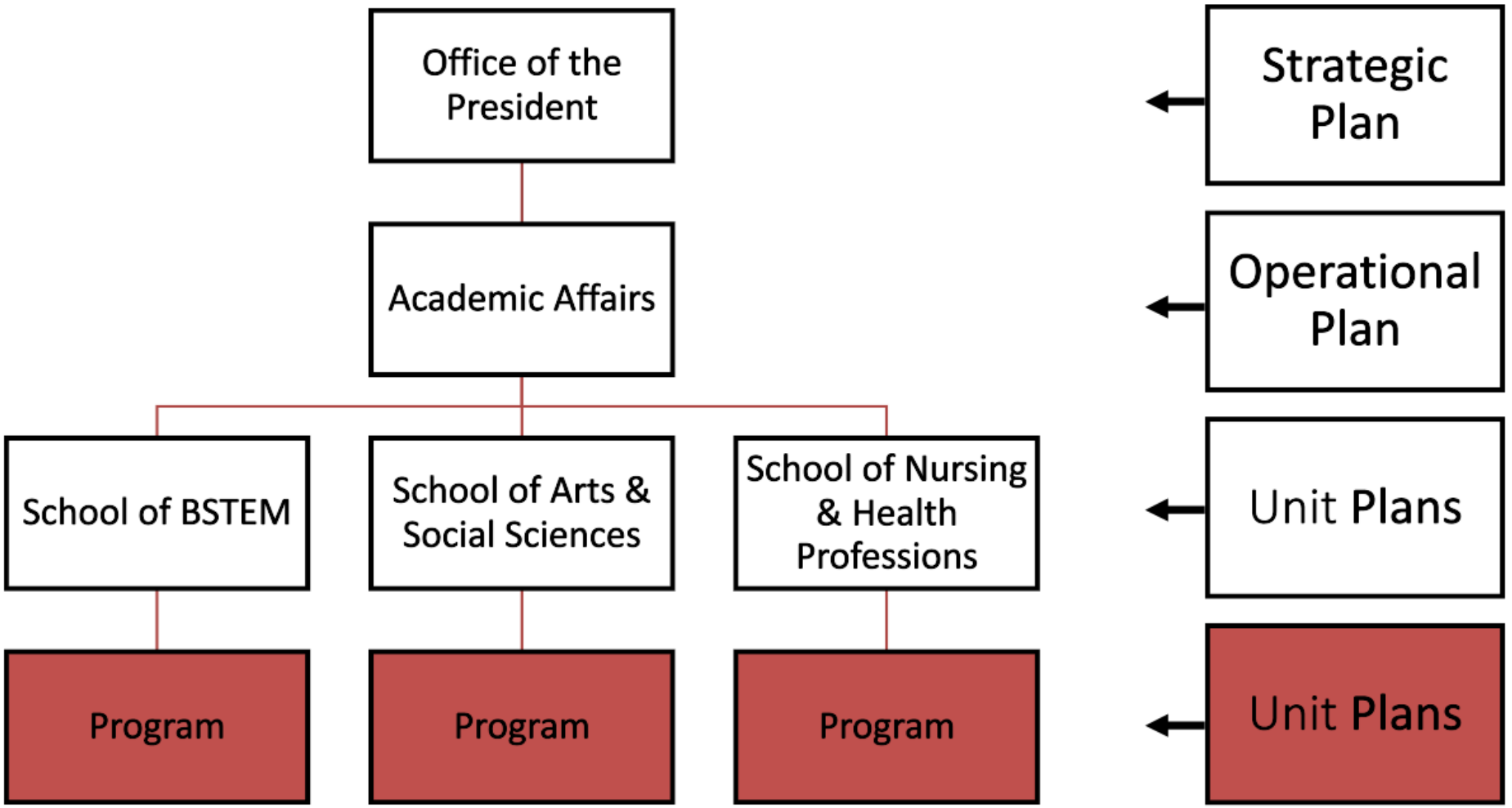
**Planning & Assessment System "Hands-On Demonstration"**
(Replaces TRACDAT)



# Unit-Level Planning



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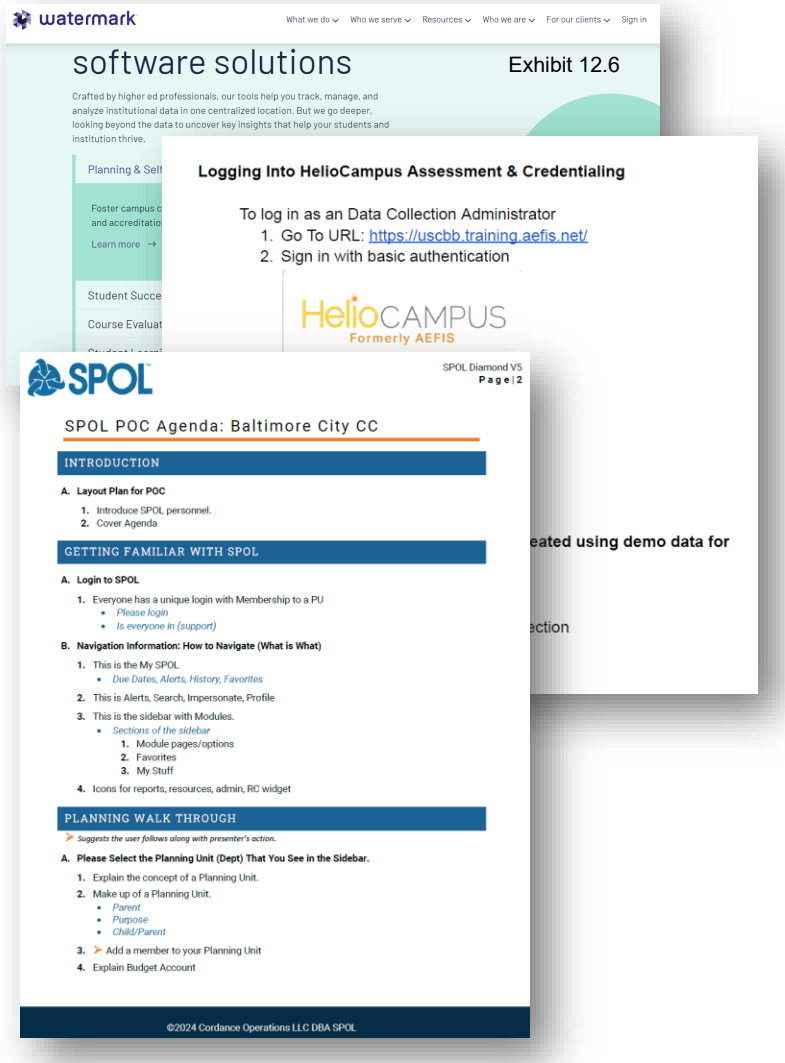
2024-2025
DRAFT
STRATEGIC PLAN
FRAMEWORK

# Planning Tool Selection

## Planning & Assessment Software Solution (PASS) Group

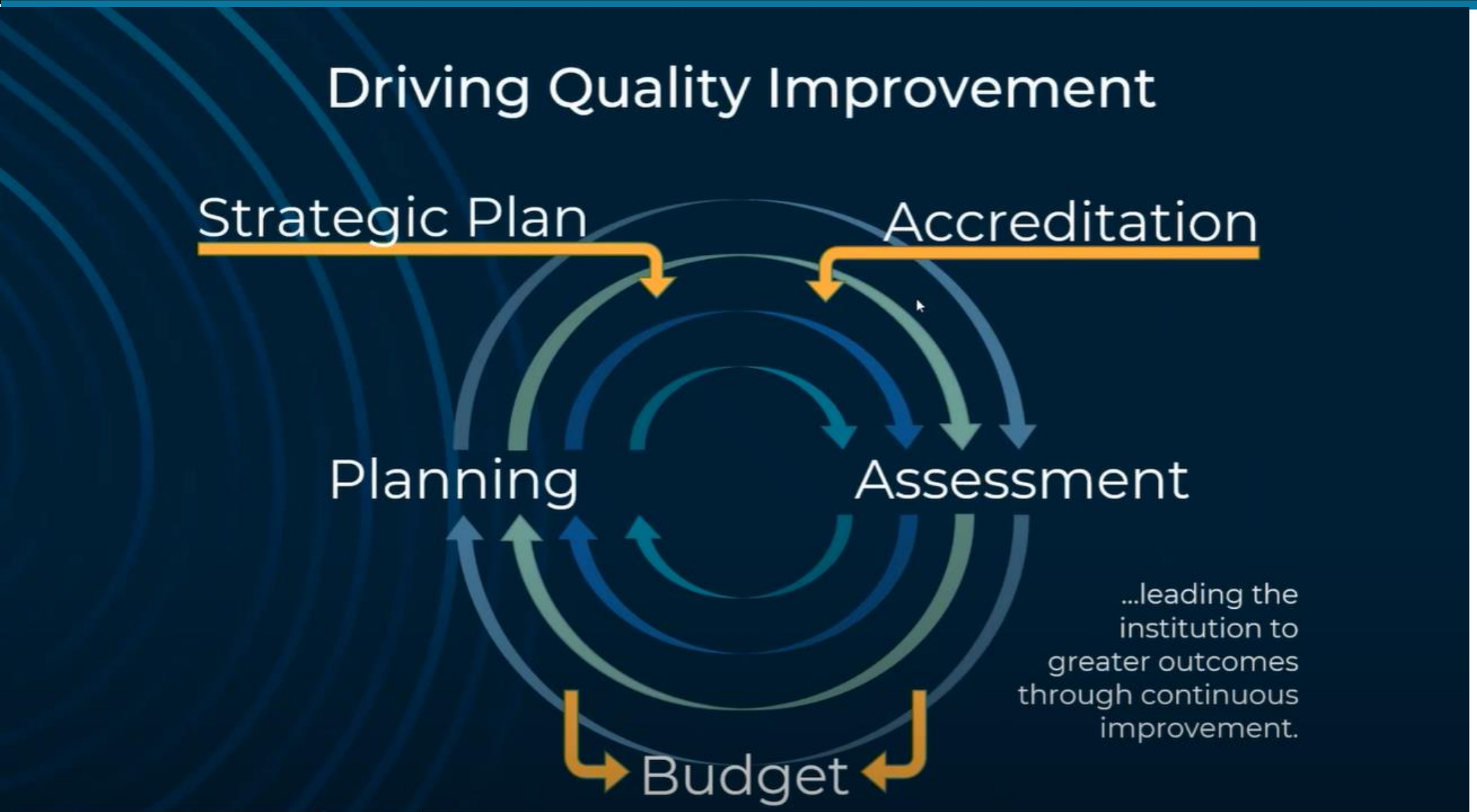
**Faculty & Staff Representatives:**

- Academic Affairs
- Information Technology Services
- Institutional Effectiveness, Research & Planning
- Student Affairs
- Workforce Development




| Step 1 | Step 2 | Step 3 | Step 4 |
|---|---|---|---|
| Research MD Colleges | Analyze 11 Vendor Tools | Conduct Hands-On Demos | Recommend Preferred Tool |

# Why Strategic Planning Online (SPOL)?




SPOL is the only product with a dedicated module for unit-level operational and budget planning that integrates with Banner & Canvas.

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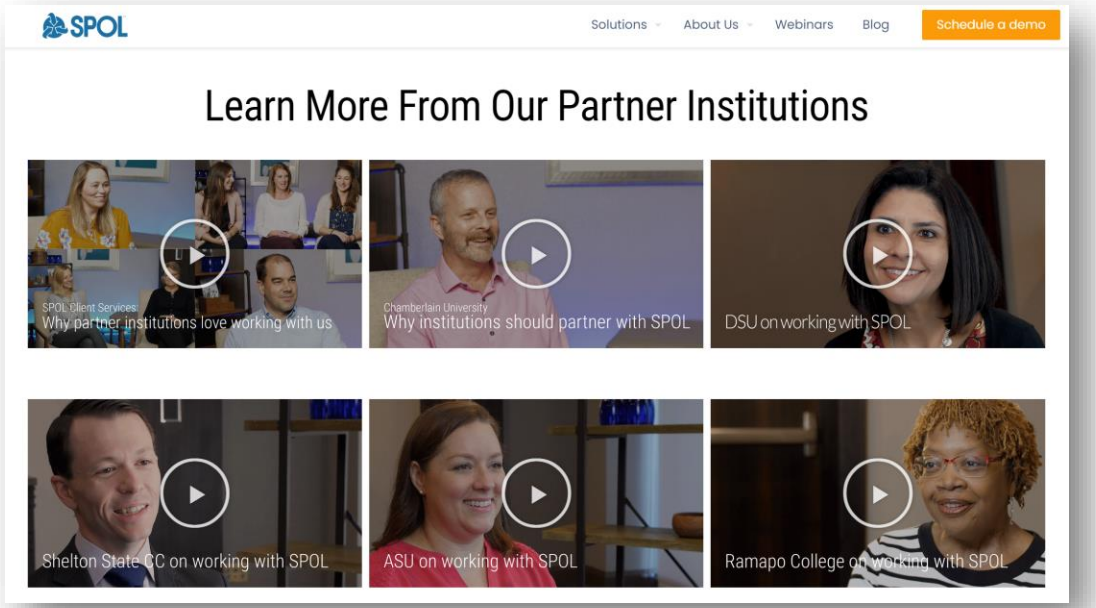
2024-2025 DRAFT STRATEGIC PLAN FRAMEWORK

# Strategic Planning Online

SPOL™



- **Established in 2004.**
- **Born out of a grant from the US Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE) with 10 higher education institutions.**
- **SPOL helps colleges and universities improve institutional effectiveness and better prepare students for success.**
- **100% of institutions using SPOL have achieved reaccreditation.**
- **SPOL partners with higher education institutions globally, including the United States, Central America, and the Middle East.**



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# Five (5) Planning Modules

SPOL™

## Module 1: Planning

- Capture all institutional planning activities that support the vision and mission
- Focus improvements around identified deficiencies

## Module 2: Budgeting

- Integrate strategic goals with financial planning to optimize impact using zero-based budgeting
- Identify wasteful spending and focus financial resources in a transparent and equitable way

## Module 3: Assessment

- Create an intuitive framework that supports ongoing assessment and Program Review
- Discover trends in performance with filterable visualizations

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# Five (5) Planning Modules

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## Future Implementations

### Module 4: Credentialing

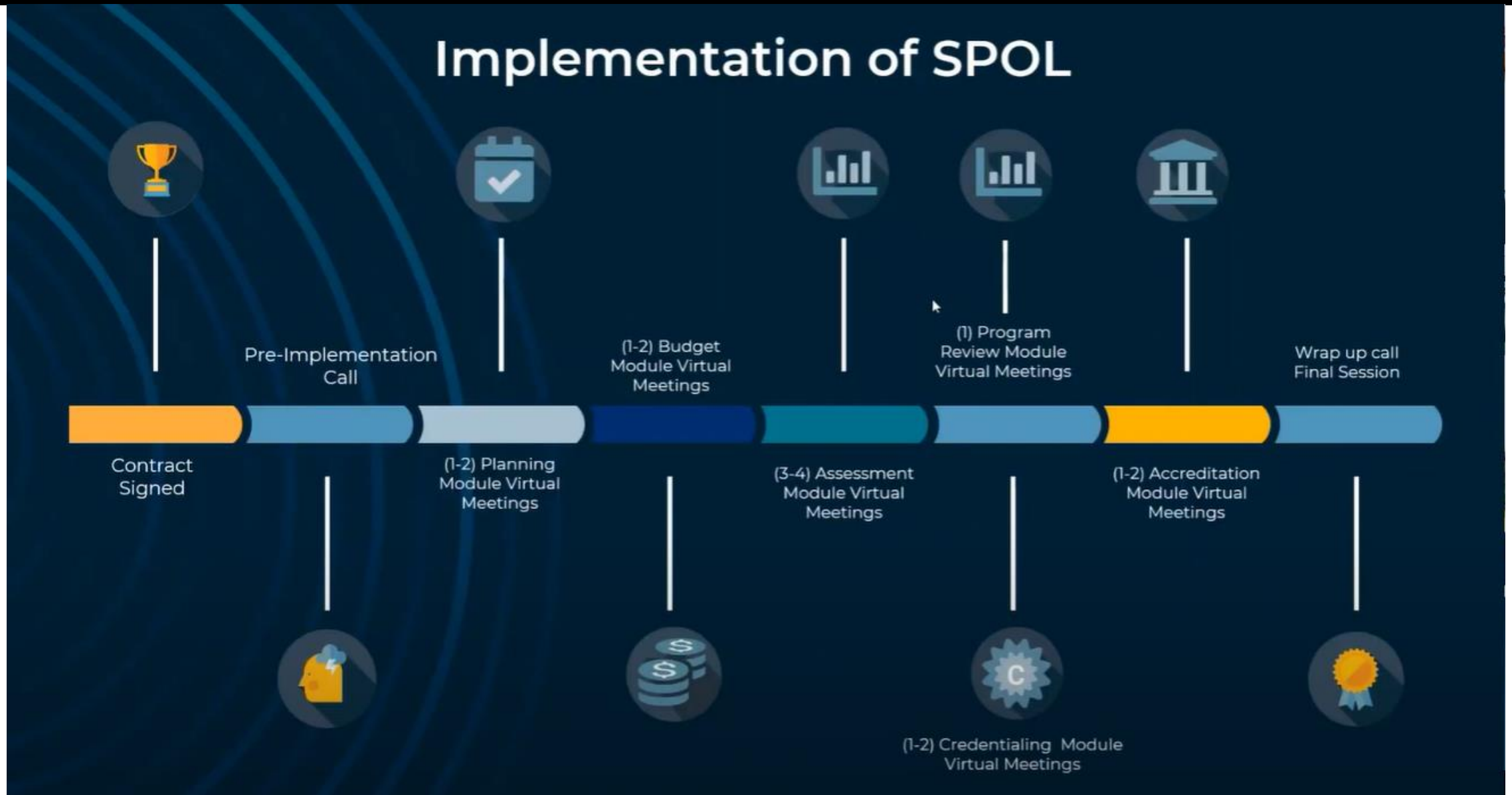
- **Document and verify faculty teaching credentials**
- **Instantly report institutional credentialing decisions**

### Module 5: Accreditation

- **Consistently document standard requirements**
- **Keep the institution in a state of accreditation readiness**

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# Strategic Planning, Assessment & Budget Tool



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2024-2025 DRAFT STRATEGIC PLAN FRAMEWORK

# Professional Development Sessions



## Monday, August 12th

**3:00 PM-3:50 PM | Unit-Level Strategic Planning, Assessment & Budget Tool**
*Dr. Debra L. McCurdy, President*
*Ms. Becky Burrell, Vice President for Institutional Effectiveness, Research & Planning*
*Strategic Planning Online (SPOL) Representatives*
Location: Mini Conference Center
Attendees: Institutional Budget Managers/Academic Program Coordinators/WDCE Program Coordinators

**4:00 PM-4:50 PM | Academic Strategic Planning, Assessment & Budget Tool (Bring laptops)**
*Ms. Becky Burrell, Vice President for Institutional Effectiveness, Research & Planning*
*Dr. Denise Holland, Co-Chair, Instructional Technology Committee*
*Mr. Brian Terrill, Director of E-Learning*
*Professor John Pickett, English, Chair of Student Learning & Outcomes Committee*
*Strategic Planning Online (SPOL) Representatives*
Location: Mini Conference Center
Attendees: Academic Budget Managers/Program Coordinators/Academic Faculty/WDCE Program Coordinators

# What's Next???

## Strategic Planning Phases

**September 2023 through September 2025**

### Phase 1: Getting Started - Strategic Ideation

- Step 1: Presidential Touchpoint
- Step 2: Leadership Diagnostics
- Step 3: Discovery Resources

September 2023

- Step 4: Leadership Team Retreat

October 2023

- Step 5: Board Retreat
- Step 6: Community Engagements

December 2023
January 2024




### Phase 2: Pulling it Together – Strategic Build

- Step 7: Planning Team One
- Step 8: Theme Teams
- Step 9: Planning Team Two

January-May 2024

### Phase 3: Living Out the Plan – Strategic Action

- Step 10: Community Affirmation & Board Approval

May-September 2024

- Step 11: Software and Project Plan Development

September 2023-February 2024

- Step 12: Implementation Support

August 2024-September 2025

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# 2024-2029
# Draft
# Strategic Plan
# Framework

**Dr. Debra L. McCurdy, President**

**Ms. Becky L. Burrell, Vice President**
**Institutional Effectiveness, Research & Planning**

| Institution | PASS | analytics | surveys | LMS | SIS |
|---|---|---|---|---|---|
| **Allegany College of Maryland** | None | None | Watermark | | |
| **Anne Arundel Community College** | HelioCampus | Tableau | IOTA | Canvas | |
| **Baltimore City Community College** | Nuventive Improve | Excel | SurveyMonkey<br>Watermark | Canvas | Banner |
| **Carroll Community College** | None | None | Watermark | | |
| **Cecil College** | None | Tableau | Watermark | | |
| **Chesapeake College** | Nuventive | None | Watermark | | |
| **College of Southern Maryland** | None | None | CampusLabs | | |
| **Community College of Baltimore County** | Other | Power BI | SmartEvals | Blackboard | SIMON |
| **Frederick Community College** | TK20 | Power BI | Watermark | Blackboard | Peoplesoft |
| **Frostburg State University** | HelioCampus | | | | |
| **Garrett College** | Watermark | Jenzabar | Watermark | Blackboard | |
| **Hagerstown Community College** | None | None | Watermark | | |
| **Harford Community College** | TK20 | HelioCampus | Watermark | Blackboard | |
| **Howard Community College** | Canvas<br>ASR | ASR | Idea Survey | Canvas | |
| **Montgomery College** | TK20 | | Watermark | Blackboard | |
| **Morgan State University** | None | Tableau | Other | | |
| **Prince George's Community College** | HelioCampus | HelioCampus | Watermark | | |
| **Towson University** | | | | Blackboard | |
| **University of Maryland** | in-house system | | | Canvas | |
| **University of Maryland Global Campus** | HelioCampus | | | | |
| **Wor-Wic Community College** | None | None | SmartEvals | | |

Exhibit 12.7

| division | feature | *Nuventive Improve** | Centrieva Weave | Concord USA Xitracs | Creatrix Campus | eLumen | HelioCampus | Nuventive Improvement | SPOL | Watermark | Business Objects | in house |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Academy | Clinical/Internship Placement (or Integration) | *no* | | | no | no | | no | | yes | yes | yes |
| Academy | Course Catalog (or integration - Acalog) | *no* | | | yes | no | | no | | yes | yes | yes |
| Academy | Course Evaluation (or integration - Course Eval. & Surveys) | *no* | | | yes | | yes | no | | yes | yes | yes |
| Academy | Curriculum Management (or Integration - Curriculog?) | *no* | | | yes | yes | | no | | yes | yes | yes |
| Academy | LMS Integration (Canvas) | *no* | **yes** | yes | yes | yes | yes | **no** | yes | yes | yes | yes |
| Academy | Program Review & Evaluation | *no* | yes | yes | yes | yes | yes | yes | yes | yes | yes | yes |
| Academy | Student Portfolio (or Integration) | *no* | | | yes | yes | yes | no | | yes | yes | yes |
| Academy | Syllabus Management (or Integration) | *no* | | | yes | no | yes | no | | yes | yes | yes |
| HR | Faculty/Employee Portfolio (or Integration) | *no* | yes | yes | yes | no | yes | no | yes | yes | yes | yes |
| IERP | Data Analysis | *no* | yes | yes | yes | **no** | yes | yes | yes | **no** | yes | yes |
| IERP | Data Query and Export (.csv) | *yes* | | | yes | yes | yes | yes | yes | yes | yes | yes |
| IERP | Non-Academic Assessment | *yes* | yes | yes | yes | **no** | yes | yes | yes | yes | yes | yes |
| IERP | Programmatic Accreditation | *no* | yes | yes | yes | **no** | yes | yes | yes | yes | yes | yes |
| IERP | Regional Accreditation | *no* | yes | yes | yes | **no** | yes | yes | yes | yes | yes | yes |
| IERP | Strategic Planning | *yes* | yes | yes | yes | **no** | yes | yes | yes | yes | yes | yes |
| ITS | HECVAT documentation provided | | | | | | | | | | yes | yes |
| ITS | Single Sign-On using SAML (preferably Azure AD) | *no* | | | yes | | yes | | yes | yes | yes | yes |
| ITS | SOC II Type 2 Audit documentation provided | | | | | | | | | | yes | yes |
| ITS | Software as a Service | *yes* | yes | | yes | | yes | yes | | yes | yes | yes |
| ITS | Student Information System Integration | *no* | **no** | **no** | yes | **no** | yes | **no** | yes | yes | yes | yes |
| ITS | VPAT documentation provided | | | | | | | | | | yes | yes |
| Student Affairs | Learning Placement Integration (ACCUPLACER) | *no* | | | yes | no | | no | | | yes | yes |
| Student Affairs | Student Success (or integration) | *no* | | | yes | no | yes | yes | yes | yes | yes | yes |
| Student Affairs | Early Alert (or integration) | | | | | | | | | | yes | yes |
| | Company Services and Knowledge of CCs, ideally MDCCs | | | | **no** | yes | yes | | | yes | **no** | yes |
| | **25** | *4* | **9** | **8** | **19** | **6** | **17** | **9** | **12** | **19** | **24** | **25** |
| | **"yes" rate:** | *16%* | **36%** | **32%** | **76%** | **24%** | **68%** | **36%** | **48%** | **76%** | **96%** | **100%** |
| | **preliminary meeting/demo** | *NA* | 2023-09-27 | 2023-06-27 | 2023-09-21 | 2023-08-24 | 2023-12-15 | 2023-04-04 | 2023-08-18 | 2023-08-23 | NA | NA |
| | **product specialist meeting/demo** | *NA* | 2023-11-14 | NA | 2023-10-16 | NA | 2023-12-15 | NA | 2023-10-04 | 2023-09-01 | NA | NA |
| | **follow-up meeting/demo** | *NA* | NA | NA | 2023-11-02 | NA | 2023-12-18 | NA | 2023-10-19 | 2023-10-12 | NA | NA |
| | **key stakeholder demo** | *NA* | NA | NA | NA | NA | 2024-02-23<br>2024-04-08 | NA | 2024-02-23<br>2024-04-08 | 2024-02-19 | NA | NA |
| | **institutional demo** | *NA* | NA | NA | NA | NA | | NA | | NA | NA | NA |

**Historic software, 2014-2023*

Exhibit 12.7

| division | feature | HelioCampus | H_notes | SPOL | S_notes | Watermark | W_notes |
|---|---|---|---|---|---|---|---|
| Academy | Clinical/Internship Placement (or Integration) | | | | | yes | Watermark only, no integrations; separate module |
| Academy | Course Catalog (or integration - Acalog) | | | | | yes | Watermark only, no integrations; separate module |
| Academy | Course Evaluation (or integration - Course Eval. & Surveys) | yes | | | | yes | **limited, manual import by section; aggregate import feature expected June 2024** |
| Academy | Curriculum Management (or Integration) | | | | | yes | Watermark only, no integrations; separate module |
| Academy | LMS Integration (Canvas) | yes | platform agnostic; 1EDTECH (LTI, CLR, open badges); 1.3 architecture; do faculty make the connections each semester, or do the existing connections roll forward? | yes | pulls data in from Canvas by Learning Outcome | yes | **limited, manual import by section; aggregate import feature expected June 2024** |
| Academy | Program Review & Evaluation | yes | multi-year analytics; canned and custom reports or raw exports | yes | | yes | |
| Academy | Student Portfolio (or Integration) | yes | | | | yes | Watermark only, no integrations; separate module |
| Academy | Syllabus Management (or Integration) | yes | template built into Canvas; can this be connected to curriculum management software? | | | yes | **Watermark only, no integrations; separate module** |
| HR | Faculty/Employee Portfolio (or Integration) | yes | HelioCampus Assessment & Credentialing | yes | | yes | **Watermark only, no integrations; separate module** |
| IERP | Data Analysis | yes | HelioCampus Data Analytics<br>HelioCampus Financial Monitoring | yes | analysis for academic/non-academic assessment and budget planning and projections, including fund requests | **no** | limited, **no multi-year analysis** |
| IERP | Data Query and Export (.csv) | yes | in-line; canned, data sets; UI-based export tools; API; DW interface; flat-file interfaces to automate data imports | yes | custom manual queries by role | yes | **limited, some reports and raw exports require custom builds**; more complicated builds have associated costs |
| IERP | Non-Academic Assessment | yes | HelioCampus Assessment & Credentialing; activities and/or co-curriculars that roll up to objectives and goals; **limited, text-based data entry** | yes | | yes | |
| IERP | Programmatic Accreditation | yes | provided templates | yes | separate module | yes | **would need to pull one year at a time and manually append/merge tables** |
| IERP | Regional Accreditation | yes | provided templates | yes | separate module | yes | |
| IERP | Strategic Planning | yes | | yes | | yes | |
| ITS | HECVAT documentation provided | yes | | yes | | | |
| ITS | Single Sign-On using SAML (preferably Azure AD) | yes | | yes | role-based views/access | yes | |
| ITS | SOC II Type 2 Audit documentation provided | yes | | yes | | | |
| ITS | Software as a Service (SaaS) | yes | | yes | | yes | |
| ITS | Student Information System Integration | yes | platform agnostic; automated data connector (flat file exchange, nightly) | yes | | yes | **limited, requires CSV middle-man** |
| ITS | VPAT documentation provided | yes | | yes | | yes | |
| Student Affairs | Learning Placement Integration (ACCUPLACER) | | | | | | |
| Student Affairs | Student Success (or integration) | | | | | yes | |
| Student Affairs | Early Alert (or integration) | | | | | yes | |
| Finance & Admin | Connection to Budget | yes | limited, flat file exchange with Banner; by account then by object code | yes | | yes | |
| Institutional | Company Services and Knowledge of CCs, ideally MDCCs | yes | client communities<br>originated at UMGC as a data analytics division; now in Bethesda | yes | | yes | |
| Finance & Admin | Strategic Planning & Budget Alignment | **yes** | **limited, text-based data entry** | yes | | | |
| Institutional | User Experience | yes | faculty can access through Canvas; customizable | yes | simple, hierarchical structure; customizable | | |
| | **"yes" count:** | **22** | | **19** | | **22** | |

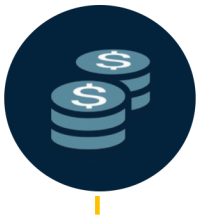
# SPOL™

Continuous Quality Improvement reporting at its best



## Planning

- Capture all institutional planning activities that support your vision
- Focus improvements around identified deficiencies



## Budgeting

- Integrate strategic goals with financial planning to optimize impact using zero-based budgeting
- Identify wasteful spending and focus financial resources in a transparent and equitable way



## Assessment

- Create an intuitive framework that supports ongoing assessment and Program Review
- Discover trends in performance with filterable visualizations



## Credentialing

- Document and verify your faculty's teaching credentials
- Instantly report institutional credentialing decisions



## Accreditation

- Consistently document standard requirements
- Keep your institution in a state of accreditation readiness



## Support

- Instructor led training and implementation
- Live telephone and email support

Contact us to learn more
sales@spol.com | spol.com | 954-345-7839