Board of Trustees

Instructional Affairs Committee Meeting

Tuesday, January 28, 2014
3 p.m.

Business and Continuing Education Division
BALTIMORE CITY COMMUNITY COLLEGE

INSTRUCTIONAL AFFAIRS
COMMITTEE MEMBERS

Dr. Mary Owens Southall, Chair

Dr. Rosemary Gillett-Karam
TAB 1
Call to order (Chair Mary Owens Southall)

I. COMMITTEE ACTIONS/CONSENT AGENDA (All actions requiring a vote.)
   A. January 28, 2014, Agenda ................................................................. TAB 1
   B. October 22, 2013, Minutes ................................................................. TAB 2

   Action: Move to approve the Committee Actions/Consent Agenda

II. DIVISION REPORTS
   A. Academic Affairs Division ................................................................. TAB 3
      Dr. Peggy F. J. Bradford, Vice President (Information)
   B. Business and Continuing Education Division ......................................... TAB 4
      Mr. Gregory Mason, Vice President (Information)
   C. Student Affairs Division ..................................................................... TAB 5
      Mr. Ron H. Smith, Vice President (Information)

III. New Business – Middle States Commission on Higher Education .......... TAB 6
    Dr. Peggy F. J. Bradford, Vice President for Academic Affairs
    A. Self-Study Report (Action)
    B. Verification of Compliance Report (Information)
    C. Site Visit (Information)

IV. NEXT MEETING
    February 25, 2014, Business and Continuing Education Division (BCED)

V. ADJOURNMENT (Chair Mary Owens Southall)
Baltimore City Community College  
Board of Trustees  
Instructional Affairs Committee  
Unapproved Minutes  
Tuesday, October 22, 2013, 3 p.m.  
Liberty Campus, Mini Conference Center  

Trustees Present:  Dr. Donald A. Gabriel, Dr. Rosemary Gillett-Karam,  
Dr. Mary Owens Southall, and Mr. Craig Thompson.  

The Instructional Affairs Committee meeting was called to order by Trustee Owens Southall at 3:11 p.m., at the Liberty Campus, Mini Conference Center.  

I. Meeting Actions  
The October 22, 2013 agenda was approved, except Item III will be delayed until the Open Board meeting. The April 24, 2012 minutes were approved.  

II. Division Reports  
A. Academic Affairs Division – Dr. Peggy F. J. Bradford, Vice President for Academic Affairs  

Trustee Thompson asked if specific areas of concern related to student attrition have been identified to best distribute resources and if the programs in which students have received D and F grades been identified. Dr. Bradford responded that programs and courses will be identified along with determining specific student issues and appropriate responses. The Complete College America (CCA) program will be addressing student success and completion and will be starting in January 2014.  

Trustee Owens Southall requested a study be done on the distribution of D and F grades and a report submitted at the next meeting.  

See the October 22, 2013, Instructional Affairs Committee Book for the full report.  

B. Business and Continuing Education Division – Mr. Gregory Mason, Interim Vice President, Business and Continuing Education Division  

Trustee Owens Southall asked if students in the ACE program received any funding or stipend. Mr. Mason responded that students did not receive any funds, the money received was used for the intensive support and guidance students receive, not just classroom training. Students move through the program in cohorts. Four cohorts were funded by the Annie E. Casey Foundation. The last cohort started with twelve students, none of whom spoke English. Eleven completed the pharmacy technology program which included English as a Second Language (ESL) instruction and all were placed. Not all groups require ESL instruction.
Those four cohorts were carefully monitored and that information was instrumental in obtaining the new grant from the Department of Labor which will fund nine more cohorts. The aim is not just completion, but employment.

See the October 22, 2013, Instructional Affairs Committee Book for the full report.

C. Student Affairs Division – Mr. Ron H. Smith, Interim Vice President for Student Affairs

Trustee Gabriel asked about the student who recently graduated from BCCC on one day and from high school the next day. Mr. Smith said that not only is she a role model for BCCC students, she and her father participated in a presentation to high school guidance counselors. He advised that Dean Scott will be meeting with personnel within the Baltimore City Public Schools System.

Mr. Smith noted that information on other colleges showed declines in enrollment, while BCCC enrollment decline has slowed. He stated that future reports to the board would include more focus on enrollment, retention, and completion. In addition, Student Affairs will collaborate with Academic Affairs concerning students receiving D and F grades.

An updated Strategic Enrollment Plan was presented to the board last year. The Strategic Enrollment Management and Retention Committee is developing goals and action plans. Trustee Owens Southall indicated those areas and their relationship to the College Strategic Plan and Middle States would be looked at in January.

See the October 22, 2013, Instructional Affairs Committee Book for the full report.

III. New Business Middle States Commission on Higher Education Update

Tabled until the Open Board meeting.

See the October 22, 2013, Instructional Affairs Committee Book for the full report.

IV. Next Meeting

January 28, 2014 at Business and Continuing Education Division

V. Adjournment

The meeting was adjourned at 3:58 p.m.

Recorder/Transcriber: Susie Forbes, Administrative Coordinator, Academic Affairs
Attendance:
Dr. Carolyn Anderson, Interim President

BCCC Staff Present: Ms. Nicole Cameron Becketts, Mr. Wayne Beckles, Dr. Peggy Bradford, Mr. Melvin Brooks, Dr. Lesley Brown, Dr. Maria Cazabon, Dr. Hsin-Yuan Chen, Mr. Daniel A. Coleman, Ms. Beatriz del Castillo, Mr. Edward Ennels, Mr. Bryant Evans, Ms. Susie Forbes, Ms. Sally Grant, Ms. Charlene Gray, Ms. Valerie Grays, Ms. Lyllis Green, Mr. Thomas Hampton, Dr. Meta Harris, Ms. Yolanda Harris, Major Shawn Harrison, Ms. Eileen Hawkins, Ms. Dorothy Holley, Mr. Joseph Hutchins, Dr. Enyinnaya Iweha, Ms. Alice Kimara, Mr. Nicholas Laureys, Ms. Nikita Lemon, Dr. Anil Malaki, Mr. Gregory Mason, Mr. Carlos Muhammad, Ms. Sheryl Nelson, Ms. Susan Niehoff, Mr. Scott Olden, Ms. Shanta Rao, Mr. Jerry Reichenberg, Ms. Jean Richie, Ms. Sylvia Rochester, Ms. Daviedra Sauldsberry, Mr. Scott Saunders, Ms. Robin Scott, Ms. Sabina Silkworth, Mr. Ron Smith, Ms. Kathy Styles, Mr. Jà Hon Vance, Ms. Eileen Waitsman, Ms. Cynthia Webb, Dr. Dennis Weeks, Ms. Meintje Westerbeek, Ms. Brenda Wiley, Mr. André Williams, Ms. Virgie Williams, Mr. Charles Wilson, Ms. Juanita Wingo, Dr. Diana Zilberman

Others Present: Mr. Olayiwola Bakare, Mr. Steven Godwin, Mr. Solomon Williams

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TAB 3
VICE PRESIDENT’S REPORT
Peggy F. J. Bradford, J.D., Ed.D.
Academic Affairs Division (AA)

Accreditation

This fall the College filed reports for accreditation for its Respiratory Care Program, Surgical Technologist Program, and preliminary draft for Institutional Accreditation with the Middle States Commission on Higher Education (MSCHE). The Respiratory Care Program: due to student three-year average low pass rate and job placement, received notice of probation status. The Respiratory Care Program Coordinator is developing a strategy to address this action. After one year, the College must be in compliance. No response has been received regarding the Surgical Technologist Program at this time. The Accreditation Council for Business Schools and Programs is due January 28; Dr. Nevada Winrow, Associate Dean Bryant Evans, Dr. Enyinnaya Iweha, and Professor Cynthia Webb have led this charge. The College’s accreditation dates back twenty years. Fifteen faculty traveled to Philadelphia for the Middle States Commission on Higher Education annual conference.

Grant Award

Funding for the Complete College Baltimore (CCB) program in the amount of $100,000 has been awarded to Baltimore City Community College. Dr. Wayne Beckles and Dr. Peggy Bradford authored the grant and presented to the Abell Foundation to secure this funding.

All grants in Academic Affairs have met their compliance report deadlines. BCCC is positioned to have their funding continued in the Predominantly Black Institutions (PBI) 4A Program grant, PBI Formula grant, and National Science Foundation (NSF) Bio-Technology grant.

Community Service

Under the leadership of Professor Brian Lazarus, the Accounting Advisory Board now includes the Baltimore City Comptroller Joan Pratt. This outreach to the community and industry ensures our students receive practical, relevant, and industry-related curriculum enriched programming. In addition, Professor Lazarus has led the charge to expand the IRS sponsored VITA (Volunteer Income Tax Assistance) program that is "targeted to low-to-moderate income individuals, persons with disabilities, the elderly,
and limited English speaking persons.” (Source: IRS) Dr. Amrita Madabushi and other faculty members provided hands-on activities for area high school students to expose them to various career opportunities in science, technology, engineering, and mathematics (STEM) fields.

**Memorandum of Understanding**

As part of the College and Career Readiness and College Completion Act of 2013 (Senate Bill 740), a comprehensive agreement has been forged with the Baltimore City Public Schools System. This effort is the result of a year-and-a-half relationship building and negotiation to create a Dual Enrollment program for college-ready students.

**Partnerships**

BCCC was invited via Dr. Bradford to present at the Aspen Institute Community College-Nonprofit Collaboration “Spotlight Sector” Speaker Series.

**Upcoming Events**

Fashion Show  
Health Expo  
Male Awareness Workshop  
Speaker Series

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VICE PRESIDENT’S REPORT
Gregory Mason, Vice President
Business and Continuing Education Division (BCED)

New Partnerships

Horseshoe Casino/BCCC Partnership

Horseshoe Casino is a brand subsidiary of Caesars Entertainment and one of the world’s largest purveyors of gambling, entertainment and resort operations. In August of 2014 the Horseshoe Casino Baltimore is expected to open; a $400 million development that will be located along Russell Street on Baltimore’s south side. It is projected that the casino will eventually provide over 1700 jobs.

Baltimore City Community College was approached by Horseshoe officials to be its training partner for its table games employees. The casino will hire approximately 700 people for these jobs. The partnership will be based on a similar model established by Anne Arundel Community College and its relationship with the Maryland Live! Casino.

BCCC will review Horseshoe Casino’s proposed table games course curriculum for quality assurance and in accordance with the College’s standards and the Maryland Community College Association for Continuing Education and Training (MCCACET) Standards of Best Practices for Partnerships. The credentials of all Horseshoe trainers will also be reviewed by the College. A written partnership agreement detailing the relationship between BCCC and Horseshoe will be kept on file with the Maryland Higher Education Commission (MHEC) for approval of the curriculum and auditing purposes. Once the curriculum is approved by MHEC, the number of students expected to enroll will generate at least 400 FTE’s for the College.

BCCC (with Horseshoe) will market the 12 week Table Games Academy as a non-credit course that will prepare individuals to be hired by the Horseshoe Casino as poker and black jack dealers, and other table games operators. During the months of February, March, April and May, BCCC will host at least two 2-day orientation sessions on the Liberty campus, Harbor, and in the community to orient applicants to Horseshoe’s employee expectations and the hiring process. BCED is discussing other training
opportunities with the Horseshoe Casino and the other area vendors that will service the casino’s operations.

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VICE PRESIDENT’S REPORT

Ron H. Smith
Vice President for Student Affairs

What we know:

(Context – Poor economic conditions and a shrinking traditional student population)

- According to a Baltimore Education Research Consortium report (2012), Community College of Baltimore County’s enrollment of recent Baltimore City high school graduates (671) had more than doubled that of BCCC’s (319).
- In 2009, the number of students enrolled in college the fall after graduation from Baltimore City high schools at BCCC totaled 443 and 433 at CCBC respectively.
- In 2010, the BCCC Bard Building closed its doors.
- In fall 2011, enrollment by headcount was reported as 7,080 students.
- In 2011, the federal regulations changed for the Financial Aid Standards of Academic Progress (SAP) which no longer allowed institutions to provide a grace period of one semester for students.
- Changes in the Federal Student Assistance regulations which capped PELL grant limits to 600% went into effect 7/1/12.
- Elimination and collapsing of some of the academic programs accounted for a decline in enrollment, although to a small degree.
- Accreditation probationary period imposed by the Middle States Commission is likely to have had a negative impact on BCCC’s enrollment.
- The previous policy for student participation in the in-house deferred payment plan had a negative impact on enrollment.
- By fall 2012 enrollment headcount had declined to 5,474 students which represent a 23% loss in enrollment.

What we are doing:

- A College-wide Recruitment Plan was developed to guide recruitment efforts.
- Dean of Enrollment Management was hired.
- Each region of the City is being explored to learn where BCCC students are coming from and where they are not. Target markets are being discussed.
• We are reducing focus from traditional-aged recruitment, shifting some resources and assets to the recruitment of non-traditional-aged students – creating an information pathways for these students.
• Focusing resources on inviting stop-out students back to BCCC.
• Targeting new market segments for enrollment growth such as Hispanic and Veterans populations.
• Shifting staff and staffing patterns to better serve all segments.
• Full implementation of Hobsons (Constituency Relations Management Software). This comprehensive integrated software solution will be used to manage the recruitment plan from inquiry management to enrollment.
• Evaluating enrollment staff, systems, policies and procedures to make sure they are adding value to the student experience.
• Re-constituted the Strategic Enrollment Management and Retention Committee (SEMRC). Created five new sub-committees to carry-out the work of the Committee College-wide. SEMRC is now co-chaired by the Vice President for Student Affairs and the Vice President for Business and Continuing Education. Planning an enrollment planning retreat.
• Training staff on the new customer service program. The program will include an evaluation method and staff accountability standards. Improving service to students could actually create a competitive advantage for the College.
• Preparing to evaluate the fully-implemented Advising Model and “close the loop” with process improvements.
• Developing learning outcomes and assessment plan for the entire Student Affairs Division.
• The re-assignment of codes in our registration system for students never attending.

What we are gaining:
• By fall 2013, the enrollment headcount was reported as 5,416 students which represented a 1.1% loss in enrollment (15 of 16 Maryland community colleges had enrollment losses in fall 2013).
• Based on the report of the preliminary headcount at the end of the census period (9/21/13), the data showed:
  • a decline in the number of students continuing from spring 2013 for the third consecutive year
  • an increase in new entrants for the first time in 2-years
  • an increase in returning stop-outs for the first time in 2-years
• In fall 2012, 471 students enrolled on a first-time, full-time basis. By fall 2013, this category increased by 34% (633 students).
• A recent look at preliminary fall-to-fall retention data at BCCC showed that rates have improved by 3 or 4 percent depending on the category of students.

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TAB 6
New Business – Middle States Commission on Higher Education

Peggy F. J. Bradford, J.D., Ed.D.
Vice President for Academic Affairs / Accreditation Liaison Office (ALO)

A. Self-Study Report (Action)

Baltimore City Community College has completed its self-examination to produce a collaborative, comprehensive, and accurate portrayal of its journey. The introduction, executive summary, and 14 standards tell the College’s story about its students, employees, faculty, administrative support, and administrators that have embarked upon a journey to procure its reaffirmation for ten years. Our leader, Dr. Anderson shepherded us through a command center to foster a partnership in the development of the document. Many voices have been heard, much data analyzed from the classroom to the boardroom to address the issues raised relative to the draft report submitted in September 2013.

Notwithstanding these concerns, Middle States scheduled the site visit for March 24-27, 2014 which denoted the College’s readiness for a site visit. This document has undergone more than eleven revisions and multiple edits by faculty, staff, and outside reviewers. The team will continue to analyze and synthesize more data until the submission date of February 5, 2014.

Our co-chairs, Professor Linda Benjamin and Acting Dean Nicole Cameron Becketts deserve an extended note of gratitude for shepherding this process for nearly a year. Others of special note are Dr. Meta Harris, Eileen Hawkins, and Chief of Staff Dr. Sheila White-Daniels.

Recommendation
The President requests the Board of Trustees approve the Draft Self-Study Report.
B. Verification of Compliance Report (Information)

The Verification of Compliance Report submitted January 10, 2014, along with the Transfer and Advanced Standing Policy and Procedure and the Credit Hour Definition Policy and Procedure, has been uploaded and received by the Middle States Commission on Higher Education (see attached report). This document verified the institutional compliance to accreditation-relevant federal regulations [see 34CFR §600.2, §602.16, §602.17, and §602.24; United States Federal Higher Education Opportunity Act (HEOA) 2008]. MSCHE verifies compliance:

1. Student identity verification in distance and correspondence education
2. Transfer credit
3. Title IV cohort default rate
4. Assignment of credit hours

C. Site Visit (Information)

The last phase of the process is the site visit which is the verification of the actual report. A team of 14 will be hosted by the College with technological, lodging, and work area provided. The Assessment Office and VPAA’s Office are coordinating these activities to ensure a smooth visit. Agendas for the upcoming visit and training sessions starting in February will be posted and conducted to ensure all commonly asked documents are reviewed. After the visit, the College will receive a report and must respond within 30 days to the MSCHE site team’s recommendation.

The site teams recommendation to the full board of the MSCHE will not be acted upon until June 2014.

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Verification of Compliance with Accreditation-Relevant Federal Regulations

January 10, 2014

Submitted by:

Accreditation Liaison Officer
Peggy F. J. Bradford, J.D., Ed.D.
Vice President for Academic Affairs
Baltimore City Community College
Liberty Campus
2901 Liberty Heights Avenue
Baltimore, Maryland 21215
Section I: Distance or Correspondence Education

1. Description of the method(s) used to ensure student identity verification in distance education courses.

Baltimore City Community College provides each student with a secure login and password combination to ensure the registered student in a distance education course or program is the same student who participates in and completes the course or program.

The purpose of the verification system is to ensure that the College is in compliance with the provisions of the United States Federal Higher Education Opportunity Act (HEOA) and Public Law 110-315 concerning the verification of student identity and distance learning. One or more of these methods are used: Individual secure login and passwords are issued; proctored examinations requiring positive student identification are taken in the College’s testing center; use of additional proven technologies that are effective in verifying student identification; and effective pedagogical and related practices in verifying student identity.

All methods of verifying student identity in distance learning must protect the privacy of students. Each student receives unique login credentials for access to Blackboard, our secure course management system, through the IT department.

At first login, students are asked to reset the password to one which is entirely confidential. Data transmission of login information is secured using appropriate encryption technology. Personally identifiable information collected by the College is used as the basis for identity verification. For instance, a student requesting password reset may be asked to provide two or more pieces of information for comparison with data in our records.

2. Written procedure regarding the protection of student privacy in the implementation of such methods.

The written procedures for using the student computer system are held in the E-Learning offices. For example, when users log onto the College’s network, they put in their user credentials and a written warning pops up letting them know that by continuing, they will abide by written College policies. Also, when a user accesses email, for example, through the website, at the login box a query is in place that asks the user to identify if the computer is private or shared. If it is a shared or a public computer, a written caution is shown as follows: “Select this option if you are connecting from a public computer. Be sure to log off and close all browser windows to end your session. Read about the security risks of using a public computer.” The words “security risks” is a link to a Microsoft site that explains these risks.

All employees who have access to student information in distance education programs and courses are required to adhere to the safeguards included in the College’s Family Educational Rights and Privacy Act (FERPA) policy to prevent the unauthorized disclosure of protected student information. The FERPA stipulations are written and held by the registrar’s office and published on their website. All College employees are also subject to the College’s Technology Policy which precludes employees from using the College’s electronic resources in an unlawful or unethical manner.
All faculty teaching a class that includes using the College’s learning management system are responsible for maintaining the security of usernames, passwords, and any other access credentials assigned to their students. Access credentials may not be shared or given to anyone other than the user to whom they were assigned for any reason. Users are responsible for any and all uses of their account. Users are responsible for changing passwords periodically to maintain security. Users are held responsible for knowledge of the written information contained within the most recent College Catalog as well as the Student Handbook. Failure to read College guidelines, requirements, and regulations will not exempt users from responsibility.

3. **Written procedure for notifying students about projected additional charges associated with such verification.**

   Distance Learning does not charge an additional fee associated with verification.

4. **Written procedure indicating the office(s) responsible for the consistent application of student identity verification procedures.**

   The Admissions Office has a written procedure for new students enrolling at the College that requires verifiable personal data which can only be presented in person. The requirements are published on the College website under “Future Student” tab.

   Student information is automatically linked to Blackboard. Thus, the written procedure of the Admissions Office is the trigger for this process.

   Similarly, students who apply for financial aid are required to submit sensitive, personal information gathered from tax records. Under the “Current Student” tab of the College website are the published regulations related to FERPA that safeguard this information from unauthorized use.

   The Distance Education/E-Learning Committee is responsible for informing the Chief Information Officer of any new technologies available to verify student identity to ensure that published information on student privacy can be maintained and resources and services coordinated efficiently.
Section II: Transfer of Credit

1. Written policies and procedures for making decisions about the transfer of credits earned at other institutions, including all modes of delivery.

Baltimore City Community College (BCCC) has written policies and procedures regarding transfer of credits, as follows: Credit transferred from a regionally accredited college or university can be used to fulfill the requirements of an associate degree or certificate or exemption from a placement test (see Appendix A, Transfer Policy and Procedures). The total number of credits allocated toward an associate degree is 45; the total credits allocated for a certificate should be 50% of the required credits. Only credits that apply to the chosen program may count toward graduation. Students can earn up to 30 of these hours through transfer of nontraditional credit.

Transfer credits are evaluated by the following process: Transfer credit is reviewed by the Admissions Office on an individual basis. The Admissions Office considers the institution where the course was taken, date completed, department and course number, course title, and grade to decide which courses will transfer.

BCCC only reviews those transfer courses with a grade of C or better. BCCC converts accepted transfer courses from institutions that operate on a quarter system to semester credit hours. A quarter hour is multiplied by 2/3 to equal a semester credit hour.

BCCC will review the official course description or course syllabus to determine equivalency. Upon request, the student must submit the required information.

Credit may transfer if one of the following is met:

a. The institution is regionally accredited, or the institution is legally authorized to grant standard college degrees. Credit is not accepted from institutions that are candidates for regional accreditation or for courses taken while an institution was not regionally accredited.

b. BCCC has articulation agreements with the high schools, colleges, businesses, or industries.

c. The American Council on Education has reviewed and recommended the course or military occupation for college credit.

d. Foreign transcripts have been evaluated by a professional transcript evaluation service. BCCC requires the course-by-course evaluation from the service to review transfer credit. BCCC accepts only the following transcript evaluation services:

- World Education Services (WES)
- American Association of College Registrars and Admissions Officers (AACRAO)
- Education Credential Evaluators (ECE)
Students requesting transfer credit may be required to provide such additional evaluative materials as the course description from the institution's catalog or course syllabus to complete the transcript evaluation. The College posts all transferred courses on the student’s transcript.

Notification of the evaluation outcome is sent to students through the Baltimore City Community College email system. Students may appeal to the appropriate department Associate Dean about declined transfer courses.

Transfer credits are not to be applied toward the residency requirements of the College.

Students may check with their department Associate Dean regarding time limits and applicability of transfer courses to program admission and completion. For example, science courses have a five-year limit.

**Credits from Foreign Institutions**

College-level credits earned at foreign institutions are eligible for transfer evaluation. Students submit transcripts with an official English translation by any of the following, three professional foreign educational credentials evaluation services: Worldwide Educational Service, North American Educational Group, or AACRAO International Education Services.

**Prior Learning/Work Experience Assessment**

College credit through evaluation of non-credit prior learning or work experience is evaluated by the relevant Department.

**Reverse Transfer**

Students registered at a four-year college or university can take applicable course work and transfer that work back to the College in accordance with BCCC’s transfer policy.

**Appeals Process**

The College has an appeal process for evaluation and transferability of a course or prior work or learning experience. The appeal begins with a written statement from the student within 60 days of the evaluation and is then presented to the appropriate Associate Dean. The Associate Dean will evaluate the written appeal and reply within 14 days. The Admissions Office will relay the appeal result to the student.

**2. Public disclosure of the policy for transfer of credit (i.e., on the institution’s website and in other relevant publications).**

All policies and procedures related to transfer of credit are published in the College Catalog and on the articulation page of the College’s website.
3. Procedures that indicate the office(s) responsible for the final determination of the acceptance or denial of transfer credit.

The Admissions Office and Academic Affairs are the responsible entities (see Appendix B).

4. A published and accessible list of institutions with which the institution has established an articulation agreement.

A list of transfer options and institutions is published on the College’s website. Students may also check the Articulation System for Maryland Colleges and Universities, (ARTSYS), (www.artsys.com) to evaluate transfer options.
Section III: Title IV Cohort Default Rate

1. **Formal documentation from the U.S. Department of Education regarding the institution’s cohort default rate for the past three years.**

   Official cohort default rate notifications are included in the Cohort Default Rate Database on the Default Prevention and Management website [http://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr2yr.html](http://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr2yr.html). The following table is the excerpt for the Baltimore City Community College default rate for the past three years.

   **School Default Rates 3 years FY 2011, 2010 and 2009**

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2. **Reports on compliance from U.S. Department of Education in regard to the cohort default rate.**

   No reports on non-compliance in regard to the cohort default rate have been received.

3. **External audits of federal programs (A133) for the past three years.**

   The A-133 Single Audit Report for all Maryland state agencies was combined as one document and reported to the State Comptroller as a single report. The college’s report will appear only if there is a finding. The link below from the State’s website is for the report as of 2012 and includes status updates for findings from 2007 to 2011. BCCC was not cited with any findings during this period. [http://finances.marylandtaxes.com/static_files/expenditures/singleaudit/Single_Audit_Report-FY2012.pdf](http://finances.marylandtaxes.com/static_files/expenditures/singleaudit/Single_Audit_Report-FY2012.pdf)

4. **Relevant correspondence from the U.S. Department of Education, and institutional responses, if appropriate.**

   Correspondence received from the U.S. Department of Education has been routine, such as recertification reminders. No letters of non-compliance have been received.
Section IV: Credit Hour

1. Written policies and procedures for credit hour assignment covering all types of courses, disciplines, programs, degree levels, formats, and modalities of instruction.

Baltimore City Community College has written policies and procedures regarding credit hour assignment, in accordance with COMAR 13B.02.02.16.D which is consistent with Federal regulations cited in 34 CFR 600.2. (See Appendix_C and Appendix_D.)

Credit Hours – Major Points

(1) An in-State institution shall award 1 credit hour for:

(a) A minimum of 15 hours, of 50 minutes each of actual class time, exclusive of registration, study days, and holidays;

(b) A minimum of 30 hours, of 50 minutes each of supervised laboratory or studio time, exclusive of registration, study days, and holidays;

(c) A minimum of 45 hours, of 50 minutes each of instructional situations such as practica, internships, and cooperative education placements, when supervision is ensured and learning is documented; or

(d) Instruction delivered by electronic media based on the equivalent outcomes in student learning in §D (1) (a) of this regulation, and may include a combination of tele-lessons, classroom instruction, student consultation with instructors, and readings, when supervision is ensured and learning is documented.

(2) One quarter hour of credit is awarded for instruction equivalent to 2/3 of the contact hours required for 1 credit hour” (COMAR 13B.02.02.16.D).

A semester has 15 weeks of instruction with the 16th week set aside for a final activity such as an exam. The table below shows the minutes in parentheses and clock hours distributed by the week and across the semester.

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<th>Number of semester credit hours awarded</th>
<th>Lecture minimum instructional time per semester</th>
<th>Lab/activity, studio minimum instructional time per semester</th>
<th>Practica/ internships minimum instructional time per semester</th>
</tr>
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<tr>
<td>1</td>
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</tr>
<tr>
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<tr>
<td>4</td>
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<td>(6000) 100</td>
<td>(9000) 150</td>
</tr>
</tbody>
</table>

Courses below 100 level do not receive credit toward graduation as they are developmental in nature.
Cooperative Education

Each academic program utilizing cooperative education or internships develops its own course and syllabus. For example: The IT Basic Skills Certificate utilizes COP 201, “Cooperative Education” to assign college credit for internships. All cooperative education courses, adhere to the three guidelines listed below:

1. Develop the course and syllabus to reflect the work experience hours in compliance with the credit formula calculations.
2. Structure the course and syllabus to reflect that co-op experience and related materials must reflect the employer’s agreement to provide the supervision, mentoring, and work experiences necessary to achieve the student learning outcomes.
3. Design the evaluation criteria to encompass the employer as supervisor and mentor for the student.

Credits - Internship Guidelines

An internship or practica requires student placement in a non-paid work experience for certain contact hours per semester depending upon the credit hour requirement ranging from 1 to 4 credit hours. The faculty member of the academic program department develops the internship. The employer agrees to provide work experience according to student learning outcomes and agrees to supervise and mentor the students for the placement to ensure a learning experience. Internship students keep a daily log of activities. They meet with the internship coordinator at appointed times in the semester to discuss learning experiences. The internship coordinator discusses student progress at regular times with the student’s supervisor.

2. Evidence that the institution’s credit hour policies and procedures are applied consistently across the full range of institutional offerings. Please note that if the state in which the institution is licensed has credit hour regulations that are consistent with the federal credit hour definition, documentation of compliance with those state regulations may be sufficient evidence of compliance with the federal requirements. Other evidence could include: documentation from recent academic program reviews, new course or program approvals; documentation for registration and catalog software or systems; calendars, schedules, and course matrices; course syllabi; documentation of adherence to credit hour requirements, consistent with federal regulations, from a system, or disciplinary organization; etc.

The College is in compliance with COMAR 13B.02.02.16.D which is consistent with Federal regulations cited in 34 CFR 600.2. concerning defining a credit hour.

The COMAR policy for credit hour assignment is applied each time a new course is developed or revised. A master course syllabus is submitted by the department to the Curriculum Instructional Committee, Faculty Senate, and the Vice President for Academic Affairs. This master syllabus must clearly identify the credit hour for the course. During this process, a credit hour calculation is checked against policy and the credit computation charts in the Curriculum Guidelines which are based on COMAR 13B.02.02.16.D that is consistent with 34 CFR 600.2.
The responsible Deans and Associate Deans review the course information and the syllabus for adherence with credit hour policy. The Curriculum and Instruction Committee and Faculty Senate check for appropriate proper credit hour application. Following this process, the information is printed in the College Catalog.

Credit hour information is published with other course information in the Credit Course Schedule which is available in both hard copy, and on the College’s public website for each semester’s registration. Under the Current Student tab on the College’s public website, there is a link for “credit course search” that is part of the online registration process. This link shows information about classes including verified credit hours for each class. Each academic program publishes a course sequence sheet online that lists the courses required for graduation and the required credit hours. Credit hours are printed on each course syllabus.

3. A description and evidence of the processes used by the institution to review periodically the application of its policies and procedures for credit hour assignment.

Credit hours cannot be changed without the approval of the faculty, the Curriculum and Instruction Committee, the Faculty Senate, and the Vice President for Academic Affairs. Approved credit hours for each course are entered in the College’s student record system that links to the Catalog. The credit hour policy is applied consistently each time a course is initially approved or changed through the review and approval of Academic Affairs. The use of this system ensures that approved credits remain in effect and cannot be changed without appropriate approvals as outlined above.

Yearly review of the Catalog includes a check on proper credit hours. Each Division reviews syllabi, including credit hour assignment, every semester as evidenced in the Curriculum Guide. Individual Program Reviews also examine credit hour assignment for compliance with COMAR and CFR requirements.

**Operational Procedures for Syllabus Construction and Revision**

Syllabi are written or revised by faculty, program coordinators, and Associate Deans. During this process, new or revised syllabi are approved by the department and the Associate Deans. In this process, a check of the appropriate credit hours is completed along with other required information as new or revised courseware is developed.

4. A list of the courses and programs that do not adhere to the federal definition of “credit hour” or its equivalent as specified in the MSCHE Credit Hour Policy (for example, online or hybrid, laboratory, studio, clinical, internship, independent study, and accelerated format) and evidence that such variations in credit hour assignment conform to commonly accepted practice in higher education.

All courses adhere to the College policy on credit hour and its computation. The College policy specifies that courses offered through different delivery methods, such as online, must provide instruction and learning experiences that enable students to master the course learning outcomes in an equivalent manner regardless of delivery method. As the College is in compliance with both COMAR and Federal regulations and there are no exceptions in any course, the College complies with the MSCHE Credit Hour Policy.
APPENDICES

Appendix_A Transfer and Advance Standing Policy
Appendix_B Transfer and Advance Standing Procedures
Appendix_C Credit Hour Definition Policy
Appendix_D Credit Hour Definition Procedures
Title of Policy: Transfer and Advance Standing Policy

Policy (check one): New X Revised _________ Reformatted ________

Applies to (check all that apply):

Faculty _____ Staff _____ Students _____ X _____
Division/Department _____ College _____

Topic/Issue:
Transfer of credit and determination of advance standing.

Background to Issue/Rationale for Policy:
The Board of Trustees shall adopt and publish in the college catalog or other public documents a policy governing the transfer and acceptance of credits from other colleges, universities, and other approved agencies for the purpose of advance standing.

State/Federal Regulatory Requirements (cite if applicable):
COMAR 13B.06.01.06

Policy Language:
It is the policy of Baltimore City Community College that students who have successfully completed college level courses at a regionally accredited college or university will receive credit toward an associate degree or certificate. In addition, exemption from relevant placement tests will be granted. The total number of credits that may be allocated toward an associate degree is 45. The credits awarded for a certificate is half of the total required hours. Students can earn up to 30 of these transfer hours through transfer of nontraditional credit.

Reverse Transfer
Students registered at a four-year college or university can take applicable course work and transfer that work back to Baltimore City Community College (BCCC) in accordance with BCCC’s transfer policy.
**Implementation Date:** January 6, 2014

**Proposed by:** Peggy F. J. Bradford, J.D., Ed.D., Vice President for Academic Affairs

**Originator/Division:** Academic Affairs and Student Affairs

*This policy once approved by the Board of Trustees supersedes all other policies.*
Appendix B

Procedures No: 5007

Title of Procedures: Transfer and Advance Standing Procedures

Procedures (check one): New _______ X _____ Revised _________ Reformatted _____

Applies to (check all that apply):

Faculty ____ Staff ____ Students _____ X _____
Division/Department _____ College ___

Topic/Issue:
Transfer of credit and determination of advance standing.

Background to Issue/Rationale for Procedure:
The Board of Trustees shall adopt and publish in the college catalog or other public documents a policy governing the transfer and acceptance of credits from other colleges, universities, and other approved agencies for the purpose of advance standing.

State/Federal Regulatory Requirements (cite if applicable):
COMAR 13B.02.02.16

Procedural Language:
Transfer credit is reviewed by the Admissions Office on an individual basis. The Admissions Office considers the institution where the course was taken, date completed, department and course number, course title, and grade to decide which courses will transfer.

BCCC will review only those transfer courses with a grade of C or better. BCCC will accept transfer credits with a grade of C for general education courses. BCCC will convert accepted transfer courses taken at institutions that operate on a quarter system to semester credit hours. Quarter hours will be multiplied by 2/3 to equal semester credit hours. Transfer credit cannot be awarded for a course if credit has already been earned at BCCC.

In some cases, BCCC will need to review the official course description or course syllabus to determine equivalency. Upon request, the student must submit the required information.
Transfer Criteria

Credit may transfer if one of the following is met:

1. The institution is regionally accredited, or the institution is legally authorized to grant standard college degrees.

   Credit is not accepted from institutions that are candidates for regional accreditation or for courses taken while an institution was not regionally accredited.

2. BCCC has articulation agreements with the high schools, colleges, businesses, or industries.

3. The American Council on Education has reviewed and recommended the course or military occupation for college credit.

4. Foreign transcripts must be evaluated by a professional transcript evaluation service before transfer credit will be reviewed. BCCC requires the course-by-course evaluation from the service to review transfer credit. BCCC accepts only the following transcript evaluation services:

   World Education Services (WES)
   American Association of College Registrars and Admissions Officers (AACRAO)
   Education Credential Evaluators (ECE)

Apply Credits Toward Graduation

Students may allocate up to 45 transfer credits toward an associate degree or half the credits required for a certificate. Only credits that apply to the chosen program may count toward graduation. Students can earn up to 30 of these transfer hours through transfer of nontraditional credit. Student must meet with an academic advisor to discuss options and track their academic progress.

Official transcripts from other institutions must be current and received by BCCC within one year of the date printed for transfer credit award. Unofficial transcripts may be used to determine if a non-matriculating student has met the prerequisite requirement for a specific course or courses and may not be used to meet a graduation requirement.

Official transfer credits will have a TR designation in the data system. Unofficial transfer credits will have an XA designation in the data system.

Implementation Date: January 6, 2014

Proposed by: Peggy F. J. Bradford, J.D., Ed.D., Vice President for Academic Affairs

Originator/Division: Academic Affairs and Student Affairs

*This policy once approved by the Board of Trustees supersedes all other policies.
Title of Policy: Credit Hour Definition Policy

Policy (check one): New  X  Revised  _______  Reformatted  ______

Applies to (check all that apply):

Faculty  _____  Staff  _____  Students  _______
Division/Department  _____  College  ______ X  _____

Topic/Issue:

Credit hour definition.

Background to Issue/Rationale for Policy:

The Board of Trustees shall adopt and publish in the college catalog or other public documents a policy governing the definition of a Credit Hour.

State/Federal Regulatory Requirements (cite if applicable):

COMAR: 13B.02.02

Federal Regulations:
34 CFR 600.2
US, DOE, CH-A5, 2.2.2013

Policy Language:

It is the policy of Baltimore City Community College to calculate credit hours by a 50-minute standard in accordance with COMAR 13B.02.02 and 34 CFR 600.2.

Implementation Date: January 6, 2014

Proposed by: Peggy F. J. Bradford, J.D., Ed.D.
Vice President for Academic Affairs

Originator/Division: Academic Affairs

*This policy once approved by the Board of Trustees supersedes all other policies.
Title of Procedures: Credit Hour Definition Procedures

Procedures (check one): New _____ X _____ Revised ____________ Reformatted _____

Applies to (check all that apply):
Faculty _____ Staff _____ Students __________
Division/Department _____ College _____ X _____

Topic/Issue:
Credit hour definition.

Background to Issue/Rationale for Policy:
The Board of Trustees shall adopt and publish in the college catalog or other public documents a policy governing the definition of a Credit Hour.

State/Federal Regulatory Requirements:
COMAR 13B.02.02.16.D

Federal Regulations:
34 CFR 600.2
US, DOE, CH-A5, 2.2.2013

Procedural Language:
Credit Hour

One semester credit hour is equivalent to one hour (50 minutes) of faculty contact per week for 15 weeks of instruction in a 16-week semester (for a total of 750 contact minutes). Two hours of student preparation time outside of the classroom each week per credit hour is required.
Credit Hour Standards by Instructional Method

BCCC defines one instructional credit hour according to COMAR 13B.02.02.16.D as explained below:

"D. Credit Hours.
(1) An in-State institution shall award 1 credit hour for:
   (a) A minimum of 15 hours, of 50 minutes each of actual class time, exclusive of registration, study days, and holidays;
   (b) A minimum of 30 hours, of 50 minutes each of supervised laboratory or studio time, exclusive of registration, study days, and holidays;
   (c) A minimum of 45 hours, of 50 minutes each of instructional situations such as practica, internships, and cooperative education placements, when supervision is ensured and learning is documented; or
   (d) Instruction delivered by electronic media based on the equivalent outcomes in student learning in §D(1)(a) of this regulation, and may include a combination of telelessons, classroom instruction, student consultation with instructors, and readings, when supervision is ensured and learning is documented.
(2) One quarter hour of credit is awarded for instruction equivalent to 2/3 of the contact hours required for 1 credit hour."

A semester has 15 weeks of classroom activity with the 16th week set aside for a final activity such as an exam. The tables below illustrate the minutes distributed by the semester.

<table>
<thead>
<tr>
<th>Number of semester credit hours awarded</th>
<th>Required Credit Hours / Contact Time in Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lecture minimum instructional time per semester</td>
</tr>
<tr>
<td>1</td>
<td>(750) 12.5</td>
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<td>2</td>
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**Implementation Date:** January 6, 2014

**Proposed by:** Peggy F. J. Bradford, J.D., Ed.D.  
Vice President for Academic Affairs

**Originator/Division:** Academic Affairs

*This policy once approved by the Board of Trustees supersedes all other policies.*

Return to Agenda