BCCC
Baltimore City Community College

October 1, 2021

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

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

RE: 2021 Session Joint Chairmen's Report – Baltimore City Community College – Realignment Report

Dear Chairman Guzzone and Chairwoman McIntosh:

The *Joint Chairmen's Report on Fiscal Year 2021 State Operating Budget* (page 200) directed Baltimore City Community College (BCCC) to submit to the budget committees a report titled "Realignment Plan Status Update." A report was requested "on the institutional realignment plan that further documents progress toward completion of the realignment plan's objectives."

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

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

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

Sincerely,

Debra L. McCurdy

Debra L. McCurdy, PhD
President

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

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Realignment Tasks Update
Joint Chairmen's Report, October 1, 2021
Dr. Debra L. McCurdy, President

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

Baltimore Police Department (BPD) & BCCC Crosswalk

The President of Baltimore City Community College, upon the review by the Vice President for Academic Affairs and the Vice President for Workforce Development and Continuing Education, adopted the Articulation Agreement between Baltimore City Community College and the Baltimore Police Department.

The Articulation Agreement between Baltimore City Community College (BCCC) and the Baltimore Police Department (BPD) allows graduates of the BPD Police Academy the opportunity to receive up to 36 credits towards the Law Enforcement A.A.S. Degree at BCCC. The agreement outlines the original BPD Police Academy courses offered since July 2019. A new joint syllabus was created to outline the course equivalents. The following summarizes the content of the Agreement and the process for the articulation of college credit toward the Law Enforcement A.A.S. Degree program at Baltimore City Community College:

- BPD Police Academy graduates interested in pursuing an A.A.S. degree in Law Enforcement, may request articulated credits for courses specific to the BPD Police Academy.
- To complete the A.A.S. degree, BPD Academy graduates enrolled at BCCC must complete the additional degree requirements in accordance with BCCC policy.
- BCCC Articulated Credit is granted as shown in Attachment A for students who completed their training at the BPD Academy in July 2019 or later.
- The prospective available enrollment for the A.A.S. program is 240 students per year.

Academic Affairs and Workforce will implement the agreement for the spring 2022 semester. A press release announced the new program and that students are being recruited for a spring start.

See attachment:
- Exhibit 1.1 Baltimore City Community College & Baltimore Police Department Course Syllabus
- Exhibit 1.2 BCCC & BCP Memorandum of Understanding

American Sign Language (ASL) Course

In accordance with the bylaws for the Board of Trustees at Baltimore City Community College (BCCC) and subject to the Maryland Higher Education Authority the Board approved a new course in American Sign Language, ASL 101, to be approved at the November 17, 2021 Trustee's meeting.

Need for the ASL Course
Sign language is used to communicate with those who are deaf, hard of hearing, or in need of non-verbal communication. The country has growing autistic population, many of whom are non-verbal. Parents, educators, therapists, and physicians use sign language to communicate with autistic children and adults. The College has several education programs, including a Special Education Certificate. The course may be taken by educators

returning to obtain their special education certificate and by current students as an open elective in the General Studies Program. Offering the course will keep BCCC competitive with other community colleges that are offering similar programs such as Anne Arundel Community College, Community College of Baltimore County, Howard Community College, and Montgomery Community College. The course is the first step toward developing programs in language and interpreting.

American Sign Language (ASL) 101 ~ 3 Credits
This course is designed to provide an overview of American Sign Language. Course activities will include learning basic grammar, vocabulary, and syntax. Students will focus on mastering the basics of fingerspelling, numbers, colors, facial grammar, and sentence structure. Conversational and cultural behaviors will be introduced to aid students in holding a beginning-level conversation in ASL with deaf, hard-of-hearing, and non-verbal communicators. In addition, the course will also provide background information about deaf culture to provide students with a beginning understanding of deaf language and culture.

See attachments:
- Exhibit 1.2 American Sign Language – Course Syllabus
- Exhibit 1.3 American Sign Language – Course Proposal Outline Form

Curriculum Review & Development

The College continues to review and develop curriculum. The institution has two (2) new Deans in the School of Arts & Social Sciences and School of Business, Science, Technology, Engineering, & Mathematics who joined the College summer 2021. The Deans are completing a review of their respective curricula to determine which programs need to be revised to bring them in better alignment with workforce needs and transfer needs and have been tasked with the development of new programs in the respective Schools. The outcome is to bring 3 new programs to the Board that align with current trends in the workforce and that put the College on the forefront of education. One such program is the Cyber Forensic program, currently under development, that will link with the Cyber Security and Assurances program at the College and will help develop the College into a Center for Academic Excellence.

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

Workforce Development Program Development & Expansion

The Workforce Development Department develops training programs designed to meet industry requirements while advancing student opportunities for employment and career advancement. Workforce Development (WD) enrolled 125 students in July and August and worked closely with the Career Services Office to support graduates transitioning to employment. Additional activities include:

- On June 28th, the Mayors Scholars Program (MSP) Summer Bridge opened with 34 Workforce Training Program (Continuing Education) students. These students are enrolled in Workforce Development programs with additional support for transition to employment.

- In July and August, more than 83 students benefitted from GEER 1, GEER 2, and Community College Relief Now funding scholarships. Students may select one of 15 training programs.

- New cohorts for several training programs were initiated under current Contract Training Agreements. Goodwill supported a new cohort for Pharmacy Technician, University of Maryland Hospital sponsored a cohort in Patient Care Technician (PCT), Johns Hopkins Hospital initiated two cohorts for CNA, and Concerted Care sponsored 17 students across several program areas (based on student interest).

- In partnership with Greater Baltimore Urban League, the college will provide a series of classes, including academic preparation and/or GED preparation, and Computer Literacy training for returning citizens to support their transition into employment.

- The Career Services team continues to work with hiring partners to place current students and graduates in employment. During the Summer Term, this office also conducted specific Job Readiness classes for cohorts of students preparing for Careers in Healthcare, including those from the UMMC Patient Care Technician (PCT) program, the Community Health Worker (CHW) Integrated Education and Training (IET) program, and BACH interns.

- In partnership with City Schools and the Mayor's Office of Employment Development (MOED), the college supported a total of 145 Youth Works students. Several BCCC programs serving Baltimore City youth, such the MSP Summer Bridge and Refugee Youth Project, include this option for students.

- Under contract with Baltimore City Schools, students from Renaissance Academy High School will enroll in the BCCC Venipuncture/Phlebotomy Workforce Training program. Upon completion/graduation, students will be assisted with employment placement.

The Workforce Development (WD) Department enrolled 319 students in September 2021 and worked closely with the Career Services Office to support graduates transitioning to employment. Additional activities include:

In September, more than 40 students benefitted from GEER 1, GEER 2, and Community College Relief Now funding scholarships for workforce training. Students may select one of 15 training programs to complete as part of their career preparation and advancement.

New cohorts for several training programs were initiated under current Contract Training Agreements. Goodwill supported a new cohort for Pharmacy Technician, University of Maryland Hospital sponsored a cohort in Patient Care Technician (PCT), Johns Hopkins Hospital initiated two cohorts for CNA, and Concerted Care sponsored 17 students across several program areas (based on student interest).

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

Partnering with Baltimore City Schools

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

- P-TECH students enrolled in 16-week and 12-week class for Fall 2021. Orientation for new P-TECH students and families includes print, social media, texting apps, and email. All students/families are provided information on course requirements and resources for student success.

- Under contract with Baltimore City Schools, students from Renaissance Academy High School will enroll in the BCCC Venipuncture/Phlebotomy Workforce Training program. Upon graduation, students will be assisted with employment placement at University of Maryland Hospitals.

The Workforce Development (WD) Department enrolled 193 students in October and worked closely with the Career Services Office to support graduates transitioning to employment. Additional activities include:

- In October, 105 students benefitted from GEER 1 and GEER 2 funding scholarships for workforce training. Students select from 15 training programs as part of their career preparation and advancement.

- New cohorts for several training programs were initiated under current Contract Training Agreements. Johns Hopkins Hospital initiated one new cohort for CNA, and Baltimore City Schools sponsored two (2) cohorts of students participating in training at their high school sites. This includes Phlebotomy at Renaissance Academy and CNA at Frederick Douglass HS.

- The Career Services team continues to work with hiring partners to place current students and graduates in employment. In October, this office conducted specific Job Readiness classes for cohorts of students completing training in healthcare and hosted hiring events with UPS.

Partnering with Baltimore City Schools – Several initiatives led by WDCE support implementation of the College's Career Pathways, increase early college access, and support students' transition to college.

- In October, the BCCC P-TECH Liaison hosted orientation meetings with the new P-TECH Coordinator at New Era and the new P-TECH Dunbar Industry Business Partner Coordinator.

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

- Under contract with Baltimore City Schools, students from Renaissance Academy High School started the BCCC Venipuncture/Phlebotomy Workforce Training program. Students at Frederick Douglass HS also started a CNA Workforce Training program. Upon graduation, students will be assisted with employment placement at University of Maryland Hospitals and other healthcare facilities.

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Baltimore City Community College
Realignment Tasks Update
Joint Chairmen's Report, October 1, 2021
Dr. Debra L. McCurdy, President

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

College-level Readiness Assessment and Course Placement Policy

As a result of the pandemic, the College began using alternative assessment resources (multiple measures) since ACCUPLACER was not immediately available virtually. BCCC used high school transcripts to place students in math and English in the summer of 2020 and during the Academic year 2020-2021. The table below shows the pass rates for students who took developmental courses and entry level math and English classes. The columns labeled A201, A209 and A211 represent the semesters that the College has used multiple measures to place students. The data shows a decrease in the number of students enrolled in developmental courses (RENG 92 and MAT 92) and increase in the pass rate form MAT 128 and a steady pass rate for ENG 101. The data shows a positive impact on pass rates which will have a positive rate on retention and decrease time to graduation.

Course Pass Rates (ABCDP/ABCDFIW) Highest Level Development and Entry-Level College Math and English Courses				
	A199	A201	A209	A211
RENG 92	68.5%	60.8%	61.9%	59.1%
RENG 92 Counts	511	401	197	127
ENG 101	74.4%	68.4%	65.0%	67.0%
ENG 101 Counts	672	521	589	324
MAT 92	60.7%	55.5%	69.0%	70.0%
MAT 92 Counts	107	110	87	40
MAT 107	57.2%	61.7%	61.1%	52.3%
MAT 107 Counts	472	394	493	352
MAT 128	55.8%	63.5%	64.6%	69.4%
MAT 128 Counts	104	104	127	108
Source: BCCC Student Information System.		OIR - 08.14.2021		

Prior to the College-level Readiness Assessment and Course Placement Policy, most entering students were assessed for placement using a standardized placement test. The new policy allows for students to be assessed and placed via additional forms of assessment utilizing a rubric following the Memorandum of Understanding (MOU) signed by the Public-School Superintendents Association of Maryland and the Maryland Association for Community Colleges (MACC). Prior to the use of multiple measures, nearly 90% of students at BCCC were placed into development courses when using ACCUPLACER placement test. The new policy provides the use of other metrics as outlined in State's guidelines for multiple measures to place students in math and English and other college level courses.

The BCCC College-level Readiness Assessment and Course Placement Policy was presented the Board of Trustees by President McCurdy and Dr. Liesl Jones, Vice President for Academic Affairs, and approved by the Board on June 16, 2021. The Policy authorizes the College to utilize a variety of assessment measures to demonstrate college readiness for initial course placements in math, reading/English as well as for placement in other college-level courses. The form of assessment(s), subject area, score(s), date(s), and placement

recommendation(s) will be captured in the student information system for every student's assessment. Students can demonstrate readiness to succeed in college-level courses via one or more of the options noted below.

- BCCC Alternative Math and English Assessment
- Transferable College Level Coursework
- Degree from an Accredited College or University
- SAT and/or ACT Tests
- Advanced Placement (AP) Exam
- Official High School Transcript Review
- High School Transition Course
- College Level Exam Program (CLEP)
- Prior Learning Assessment
- Standardized Placement Exam, e.g. ACCUPLACER, TOEFL®

See attachment:
- Exhibit 3.1 College-level Readiness Assessment and Course Placement Policy

Academic Standing Policy

A revised BCCC Academic Standing Policy was presented to the Board of Trustees by President McCurdy and Dr. Liesl Jones, Vice President for Academic Affairs, and approved by the Board on March 17, 2021. Under the prior and revised policy, a student is considered to be in good academic standing if their cumulative GPA is a 2.00 or above. If a student's cumulative GPA is below a 2.00, the student is no longer in good standing and needs to raise their cumulative GPA to 2.0 or higher.

Under the prior policy a student whose cumulative GPA falls below a 2.0 is placed on Academic Warning and has one semester to raise their cumulative GPA to a 2.0 or higher. If a student cannot raise their cumulative GPA to a 2.0 or higher, they are dismissed from the College and required to sit out a semester before the student can be reviewed for reinstatement.

Academic Status by Term				
Academic Status at End of Semester	Good Standing	Academic Warning	Academic Dismissal	Total
Fall 2017	3,575	572	119	4266
Spring 2018	3,426	454	140	4020
Fall 2018	3,653	854	132	4639
Spring 2019	3,398	546	227	4171
Fall 2019	3,979	749	133	4861
Spring 2020	3,467	593	212	4272
Fall 2020	3,340	577	177	4094

Source: BCCC Student Information Management System. Excludes "FX" (never-attends). OIR - March 2021

The revised policy includes "Probation" as a "retention" step prior to a student being dismissed from the College. Additionally, the requirement of bringing the cumulative GPA to a 2.0 after being placed on warning was changed to requiring the term GPA to be a 2.0. Both changes allow students an opportunity to receive support to remain in college and graduate. As well, the move to include a "probation category" will positively impact retention and enrollment. This is a common standard among institutions of higher education.

Cumulative GPA Divisor Hours	Warning GPA	Probation GPA
1 to 15	0.0 to 1.99	- - -
16 to 30	1.4 to 1.99	0.00 to 1.39
31 to 45	1.6 to 1.99	0.00 to 1.59
46 to 59	1.8 to 1.99	0.00 to 1.79
60+	1.9 to 1.99	0.00 to 1.89

The revised policy further outlines the requirements for students who have been academically dismissed and wish to be reinstated immediately to the College. The new procedure requires a petition to the Vice President for Academic Affairs and review of the petition by the Academic Standing Review Committee. This committee will determine if the student can return to the College and what requirements are necessary for the return. In the past, the College lost an inordinate number of students.

See attachment:
- Exhibit 3.2 Academic Standing Policy

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

Pathways in Technology Early College High School (P-TECH)

Recruitment Initiatives

The Pathways in Technology Early College High School (P-TECH) program is offered in three Baltimore City public high schools: Paul Laurence Dunbar High School, Carver Vocational-Technical High School, and New Era Academy. The program allows students to graduate with a high school diploma and an associate degree at no cost to the student. P-TECH is a multi-partnership with the Baltimore City Public Schools System (BCPSS), BCCC, and business and industry partners. Students focus on a specific Career Pathway leading to an associate degree and employment in the career field. Career Pathways include Healthcare, Information Technology (IT), and Transportation Distribution Logistics (TDL). P-TECH students receive one-on-one mentoring, workplace visits, skills instruction, and are given first-in-line consideration for job openings with business and industry partners.

Retention Initiatives

In partnership with BCPSS, the College has taken several steps to support student success and increase enrollment in P-TECH through strategies implemented in each of the three schools.
- In AY 2020-21, new Career Pathways options were added, including the Arts and Science Transfer – Science Concentration to allow students greater choices. P-TECH students may choose from nine (9) degree programs.
- The College hosts P-TECH orientation sessions each summer for students and additional sessions for parents so that everyone understands the expectations of the program.
- BCCC's P-TECH Liaison works with all students to facilitate College processes, scheduling, and monitor progress. The Liaison coordinates Career Pathway Program information sessions and connects participants with BCCC's Student Support & Wellness Services Center and Tutoring Services to meet students' academic, social, and emotional needs.

By expanding the Career Pathway options and supporting student progress, the College has increased students' opportunities for degree attainment and transition to employment in their chosen career field. In the Class of 2021, three P-TECH students graduated from the College and high school at the same time. These students graduated with an associate degree in Cyber Security and Assurance, including the BCCC Valedictorian who has an internship this summer with IBM and will continue his studies at Bowie State University. Another P-TECH graduate completed a degree in Respiratory Care ahead of schedule. He completed high school in 2020 and a college degree in 2021. This is a clear demonstration of what students are able to accomplish through these joint ventures.

See attachment:
- Exhibit 4.1 Arts and Science Transfer – Science Concentration Education Plan

Pathways in Technology Early College High School (P-Tech)

P-Tech students have been registered for fall courses. Tutors work with the P-Tech students to help them succeed in the program. Please see below for the courses and current enrollment.

CHE 213	16-Week	10 students	Dunbar
PHY 101	16-Week	15 students	Dunbar
BIO 102	16-Week	25 students	Dunbar
CHE 102	16-Week	17 students	Dunbar
BIO 212	16-Week	4 students	Dunbar
BIO 107	16-Week	4 students	Dunbar
MAT 107	12-Week	11 students	Carver / Dunbar
CRJ 101	12-Week	6 Students	Carver
MAT 125	12-Week	9 students	New Era
ENG 101	12-Week	16 Students	New Era
MAT 129	12-Week	4 students	Dunbar
MAT 128	12-Week	9 students	Dunbar
ENG 207	12-Week	13 Students	Dunbar
ENG 101	12-Week	40 students	Dunbar
ENG 101	12-Week	40 students	Dunbar
PSY 101	12-Week	41 students	Dunbar
PSY 101	12-Week	41 students	Dunbar
CLT 100	12-Week	30 students	Dunbar
SOC 101	12-Week	4 students	Dunbar
SP 101	12-Week	13 Students	Dunbar / New Era
PRE 100	12-Week	18 Students	Dunbar / New Era

Near-completers Initiative (Maryland Higher Education Commission One Step Away Grant)

BCCC was awarded a One Step Away (OSA) grant in July 2020 for $51,000 by the Maryland Higher Education Commission. The focus of OSA is the re-enrollment of former BCCC students who completed 45 or more credits towards an associate degree and left the College in good academic standing. The target established in the grant application was to 68 OSA degree/certificate completers. Returning students would be awarded a one-time, three-credit course award in the amount of $330 and a one-time voucher for $100 to be used in the College's bookstore. Initially, the College planned to utilize a portion of the grant funds ($21,944) to purchase a degree audit system. However, the College's purchase and implementation of a new student information system meant that was no longer necessary. The new system is scheduled to be launched in fall 2022.

There were 434 former students identified as near-completers for OSA. Of the 434 individuals, 31 registered for fall 2020, winter 2021 or spring 2021. In fall 2020, 20 students registered, 17 completed fall 2020, and three dropped their classes. There were no withdrawals. In winter 2021, three students registered (one was returning from fall 2020 and two were returning for the first time). In spring 2021, 10 returned to the College (two of whom dropped their classes). There were two OSA graduates in fall 2020 and six in spring 2021.

While the College did not meet the target in the first year, it has worked to address the challenges identified over the course of academic year 2020-21 due to the shift to a remote student learning and service environment which included:

1. Maintaining effective communication with returning students to ensure persistence towards graduation.
2. Access to advising services.
3. The manual degree audit process has not transitioned to an automated system because the new student information system has not been launched.
4. Consistent implementation of the Early Alert system.

The direct communications strategies to prospects during BCCC's remote operations have been successful. However, due to an increase in incoming calls, wait times for students to speak with Admissions and Advising staff were unprecedented. The Virtual Help Desk was created to triage current and prospective students' needs to resolve this issue. The planning of recruitment and retention services for near-completers, such as the near-completer web page, have resumed. This project will achieve the desired outcomes through a sustained focus on promoting the project, increased focus on retaining the students through wrap-around services, and continuous review and improvement of internal processes.

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Baltimore City Community College
Realignment Tasks Update
Joint Chairmen's Report, October 1, 2021
Dr. Debra L. McCurdy, President

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

STUDENT AFFAIRS

Student Affairs identified the following four (4) methods for meeting realistic enrollment projections.

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

 The following outlines updates on these methods.

Method 1
With the hiring of a new vice president for student affairs, a strategic enrollment management task force will be convened to develop a Strategic Enrollment Management Plan. The process of developing a SEM Plan will take campus stakeholders through a process of identifying enrollment projections for specific student demographics, including the enrollment funnel for each group. Currently, the College is focused on increasing its winter and spring session enrollments through the deployment of methods such as emailing, calling, texting, social media banner ads, website banner ads, campus lawn banners and through our high school visitations.

Method 2
There has been a focus on filling the Director of Financial Aid and the Federal Work Study Coordinator positions. Filling these vacancies will ensure the office is fully prepared to deliver the timely awarding of packages. The Office has utilized a third-party vendor to assist it in the completion of action items such as the transition of Regent Student Portal from Spin Portal to serve students more effectively. The completion of the transition is crucial for communication between the financial aid office and students. The third-party vendor is also assisting financial aid and the student accounts office to streamline the Reconciliation Process, a critical component of compliance.

Method 3
Pre-work for the implementation of the new Enterprise Resource Planning system (ERP) has occurred to support the launch of an automated degree audit tool. The new degree audit system provide will provide results in real time, so advisors, faculty and students can run an audit 24 hours a day, 7 days a week to assess progress toward the completion of a certificate or degree.

Method 4
A committee is needed to review the current advising model and assess effectiveness. Best practices from the National Association of College Advisors are available. The ad hoc committee will be responsible for gathering

those best practices along with others from nationally recognized organizations to support the committee's recommendations. The assessment of the current advising model did not take place in January 2021, as planned. An advising model pilot recommendation did not begin in Spring 2022, as planned. The ad hoc committee should be formed to conduct these processes as soon as possible.

INSTITUTIONAL EFFECTIVENESS, RESEARCH & PLANNING

Performance Accountability

The Performance Accountability Report (PAR) is an annual requirement of the Maryland Higher Education Commission (MHEC) for all Maryland public colleges and universities. The PAR operates on a five-year cycle and 2021 marks the beginning of a new cycle. At the beginning of each cycle, the College must establish five-year benchmarks for a series of indicators established by MHEC. The benchmarks are based on four years of trend data (that each institution must provide) which are presented and developed at work sessions conducted by the Director of Institutional Research, Ms. Eileen Hawkins, with teams from each of the College's Cabinet areas. This year, MHEC has posed questions related to the College's responses to the pandemic. MHEC requires that each institution's governing board approve their PAR. The 2021 PAR was approved by the College's Board of Trustees on September 15, 2021 and submitted to MHEC by October 1, 2021.

Baltimore City Community College's (BCCC) annual unduplicated credit headcount increased by 4.9% to 7,025 in FY 2020 (Indicator 1b); this measure was not impacted by the COVID-19 pandemic as the timing occurred after the spring 2020 semester was already underway for two months. However, as experienced by 15 of the 16 Maryland community colleges, BCCC fall 2020 credit enrollment decreased (Characteristic A) which is reflected in the College's fall 2020 market shares of first-time, full-time freshmen and part-time undergraduates (Indicators 2 and 3). While the number declined, the proportion of part-time students increased slightly to 71.8% in fall 2020 (Characteristic A).

The College continued to expand its course offerings and modalities which included more sessions within the fall and spring semesters. In fall 2020, BCCC introduced 14-week and 10-week sessions and continued its 12-week and two 8-week accelerated sessions. As reflected in the credit student enrollment in distance education, BCCC had a stable proportion of students enrolled in distance education prior to the pandemic (Characteristic I). When the College transitioned to the remote learning environment, thoughtful consideration was given to creating a balance of asynchronous and synchronous sections.

The market share of recent, college-bound high school graduates decreased slightly, by 23 students, to 36.6%, but remained well above the fall 2016 and fall 2017 market shares (Indicator 4) largely due to the continuation of the Mayor's Scholars Program (MSP), a partnership between BCCC, Baltimore City Mayor's Office, and Baltimore City Public Schools (BCPS) (Indicator 4). Over 300 MSP students participated in the 2018 (inaugural year) summer bridge program and over 400 participated in the 2019 summer bridge program. In summer 2020, BCCC developed a virtual summer bridge program to welcome the third cohort of over 200 MSP participants which was continued and enhanced to welcome the fourth cohort of over 200 virtual participants. A new Director of MSP/Associate Director of Admissions was appointed in summer 2021.

The number of dual enrolled high school students increased to 442 for fall 2020 (Indicator 5). In partnership with the Baltimore City Public School System (BCPSS), the College has taken several steps to support student success and increase enrollment in P-TECH at each school (Carver Vocational Technical, Paul Laurence Dunbar High Schools, and New Era Academy). In the past year, three new career pathway options were added so participants have a choice of nine degree programs. In 2021, three P-TECH students graduated from BCCC and high school at the same time. Two students graduated with an associate degree in Cyber Security and Assurance,

including the BCCC Valedictorian, who had a summer internship with IBM and transferred to Bowie State University.

Due to the transition to a remote learning environment, enrollments in credit online courses increased to 9,152 in FY 2020 (Indicator 6a) enrollment in hybrid sections remained stable at 1,211 enrollments. Continuing education online course enrollments fell sharply in FY2020 due to the end of a partnership with a vendor for online classes for Veteran spouses (MyCAA) (Indicator 6b). Prior to COVID-19, the focus was on further developing computing access and skills with the intent to grow enrollment in online courses.

See attachment:
- Exhibit 5.1 BCCC 2021 Performance Accountability Report

Data Accessibility

As the College transitions to the new ERP system (Banner), more efficient access to data is still needed in key offices especially as new employees join the institution. The Consolidated Database is the College's supplemental warehouse of student information that mirrors the HP-LAN system and provides an alternate and more efficient way for staff to access data independently.

The Vice Presidents for Information Technology, Finance and Administration and Institutional Effectiveness, Research and Planning are collaborating to develop training modules for current and new employees to learn how to utilize the Consolidate Database. The three phased training will provide 39 managers and staff in Admissions, Registration & Records, Financial Aid, Bursar's & Student Accounts, and Institutional Research with hands-on modules in Microsoft Excel, Structured Query Language (SQL) programming, and Consolidated Database. The Consolidated Database module is being developed internally by the Director of Institutional Research, Director of Enterprise Systems, Bursar/Director of Student Accounts and the Senior Analyst/Coordinator.

The progressive training schedule occurs over a three-week period and allows participants to have dedicated time for virtual instruction. Additional training resources are available after the structure training to allow for additional professional development.

| SharePoint/ Teams OneDrive (45 minutes)	Sorting & Filtering Data Excel Training (45 Minutes)	Working with Data in Pivot Tables Excel Training (30 Minutes)	Introduction to SQL (2 hours 53 Minutes)	T-SQL Querying (2 hours 9 Minutes)	Consolidate Database Training (2 hours)	Consolidate Database Training (2 hours)

Aligning Planning, Assessment & Budgeting

The Office of Assessment has moved from Academic Affairs to the Office of Institutional Effectiveness, Research & Planning to provide additional support for institutional performance and centralize key functional areas to better align planning, assessment, and budgeting. The institutional planning, research, and assessment functions will be centralized to the Office of the President.

The centralization of assessment activities will help to clearly define the academic and non-academic assessment processes. Cabinet, leading Academic Affairs, Student Affairs, Workforce Development & Continuing Education, Information Technology, Advancement & Strategic Partnerships, and Finance & Administration will spearhead the development of an institutional assessment model to comprehensively evaluate the effectiveness of various departments such as admissions, advising, financial aid, student accounting, and grants. The current

design for tracking outcomes and assessment has focused on academic assessment. As the College refines the existing Strategic Plan, non-academic assessment efforts will broaden support of the College's vision, mission and goals.

Current Outcomes & Assessment Design
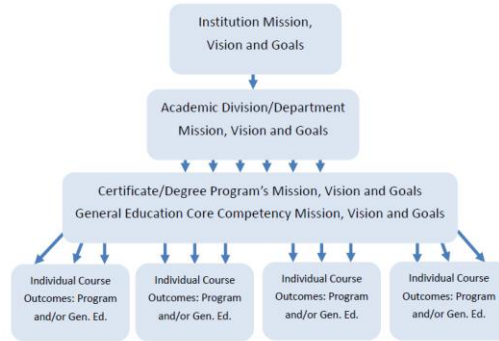
Source: Baltimore City Community College Assessment Guide (2018)

Dr. Nicole Deutsch joined BCCC in September 2021 to serve as the new Director of Assessment and collaboratively lead the realignment and implementation of an institutional assessment agenda under President McCurdy and the Vice President for Institutional Effectiveness, Research & Planning, Ms. Becky Burrell. Professional development for faculty and staff on the alignment of planning, assessment, and budgets will occur during institutional days in January and May 2022.

Baltimore City Community College
Realignment Tasks Update
Joint Chairmen's Report, October 1, 2021
Dr. Debra L. McCurdy, President

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

Secondary Employment and Professional Commitment of Faculty and Staff Policy

By accepting an appointment to or employment at the College, faculty and staff members make a major professional commitment to the institution, its students, and the State of Maryland. Maryland law encourages higher education institutions to promote economic development in the State and to increase their financial resources through arrangements with private and nonprofit sectors. The purpose of the Secondary Employment and Professional Commitment of Faculty and Staff Policy is to ensure that a separate professional commitment or secondary employment does not have an adverse effect on the employee's commitment to the College and does not create a conflict of commitment with State employment duties and responsibilities.

The Secondary Employment and Professional Commitment of Faculty and Staff Policy was presented to the Board of Trustees by President McCurdy and Ms. Channa Williams, Interim Vice President for Finance and Administration, and approved by the Board. The policy applies to all full-time BCCC faculty and staff members (employees who work or are contracted to work at least 30 hours per week). Recognizing the need for balance among personal and institutional missions and goals, this policy establishes broad guidelines for avoiding conflicts of commitment. A conflict of commitment situation arises when outside activities substantially interfere with the person's obligation to students, colleagues, or the institution.

See attachment:
- Exhibit 6.1 Secondary Employment and Professional Commitment of Faculty and Staff Policy

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Dr. Debra L. McCurdy, President

Realignment Task #7
"Establish strong relationships with key stakeholders."

Kaiser Permanente ALICE Initiative: The College is working in partnership with Kaiser Permanente and the Community College of Baltimore County (CCBC) on a strategic messaging campaign via print, electronic, social, and streaming music to heighten the awareness of no cost and low-cost education and training opportunities with a multi-pronged media campaign that targets individuals living above the Federal Poverty Level, but below the basic cost of living. The ALICE initiative, defined as Asset Limited Income Constrained Employed, is to build understanding and interest in associate degrees, certifications, and workforce training, and will strengthen the livelihoods of families in the communities that we support through program completion. The campaign, funded by a $75,000 grant from Kaiser Permanente, will commence in October 2021, last 60 days, and will include direct mail, digital advertising, and advertising on Pandora, a streaming music company.

Renderings:

Baltimore City Schools: The College is continuing a collaboration between Baltimore City Schools and BCCC marketing and communications departments to share content and video in communication collaborations**.**

Northrup Grumman: Initial discussions have commenced exploring the expansion of BCCC's current relationship with Northrup Grumman, including scholarships and partnerships for advancing diversity, equity, and inclusion in their organization with what we do at BCCC.

Additional relationships include:

Fibroid Foundation: Kim Chase, Business Manager WBJC, was the Master of Ceremonies for an evening gala and awards program.

Osher Lifelong Learning Institute/Towson University: Jonathan Palevsky, Program Director of WBJC, was the instructor for community classes.

Baltimore Chamber Orchestra: Jonathan Palevsky gave a pre-concert lecture at Goucher College.

Annapolis Symphony: Jonathan Palevsky recorded a pre-concert lecture with Jose-Luis Novo.

Hopkins Symphony Orchestra: Rafaela Dreisin and Jed Gaylin were guests on the October 16, 2021 episode of Face the Music with WBJC hosts Kati Harrison, WBJC Operations Director, and Jonathan Palevsky.

Candlelight Concert Society: Artist Director Irina Kaplan Lande was interviewed for broadcast by Jonathan Palevsky.

In Series Opera: Artist Director Tim Nelson was interviewed for broadcast by Jonathan Palevsky.

International Women's Brass Conference: Artist Director Ginger Turner was interviewed for broadcast by Jonathan Palevsky.

Baltimore Symphony Orchestra: WBJC host Judith Krummeck moderated a live talk back and Q&A with new Artistic Advisor James Conlon following his BSO debut at Meyerhoff Symphony Hall. Kati Harrison created a program to promote the BSO's John Williams tribute concert.

Baltimore Philharmonic: Musical Director Dimtar Nikolov was interviewed for broadcast by Mark Malinowski.

Baltimore Museum of Art: Curator Katy Rothkopf was interviewed about the new exhibitions *A Modern Influence: Henri Matisse, Etta Cone, and Baltimore* and *Color and Illusion: The Still Lifes of Juan Gris* for broadcast by Judith Krummeck.

American Red Cross: Communications Director Ashley Henyan was interviewed about current blood donation needs for broadcast by Kati Harrison.

Maryland Consumer Rights Coalition: Executive Director Marceline White was interviewed about Maryland's new medical debt protection program for broadcast by Dyana Neal.

Vagabond Players: WBJC Host Dyana Neal has been cast in the upcoming show *The Clean House*.

University of Baltimore: WBJC Judith Krummeck was a featured reader at the Creative Writing & Publishing M.F.A. anniversary event of which she is an alumna.

BCCC
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REALIGNMENT TASK # 8
"Develop and market a brand for BCCC."

Marketing

The Marketing team concentrated on several areas to advance brand recognition and build brand awareness: Completion of the Summer Marketing Campaign, initiating the Fall Marketing Campaign, Website enhancements, developing new creative approaches, and researching best practice for font and color palette use.

The new senior designer is adding new components to the Style Guide as we map a new creative direction that is both distinctive, approachable, and is enhanced throughout any integrated marketing plan. These additional components include refinements to letterhead, business cards, dual logo use, co-branding, stacked logos, primary and secondary color palette and additional toolbox needs are being added. Additional efforts at developing a unique 75th Anniversary brandmark in keeping with our new creative approach are also underway. Upon completion and approval, the new Style Guide will become the basis to introduce campus brand education and provide brand direction for cohesive efforts moving forward.

The summer marketing campaign has been executed across all platforms, with exceptional response as measured from the advertised website URLs to actual pages. Volume and response are detailed further below. The department also finalized the Fall 2021 Marketing Plan, including efforts on all platforms to build brand awareness while also enhancing brand presence with sophisticated designs that bring clarity to BCCC's value propositions and student outcomes. Messaging surrounds flexible degree and certificate programs, tuition-free classes, and multiple start dates, and seeks to weigh outcomes to those value propositions. Messaging examples are shown below.

The College completed an integrated Fall 2021 Marketing Campaign centered on driving enrollment growth and building brand identity. The campaign, using Facebook, Instagram, and Google, produced exceptional engagement with the College, yielding 2,286,668 paid digital advertising impressions and 25,016 clicks. Click thru rate results equaled 0.83 for Facebook and Instagram and 0.99 for Google, exceeding the industry standard of 0.46 for an average rate for the campaign of 0.91. Thus, components of the campaign that represent brand ideals such value statements, differentiation, flexibility, authenticity, vision, positioning and audience targeting were well received and generated substantial exposure for the College.

Refinements to the Winter and Spring 2022 Marketing Campaign centering on enrollment growth and building brand identity are complete pending review and include a full range of integrated efforts while also introducing high-quality email supporting Admissions and Registrar messaging.

Branding & Awareness

The College began executing deliverables below for building brand and creating awareness:

- Outdoor signage (CUBE, Bus, Bus Shelter, campus, and road signage)
- Get to Know BCCC videos posted on YouTube, online, and via digital advertising
- Updated publications (viewbook, Panther card, At-a-Glance)
- Get to Know BCCC social campaigns

- Social campaign

Additionally, the College began investigating alternative brand advertising options for presentation in the Spring 2022 Marketing Plan.

Market Research

- New opportunities to expand brand growth, including advertising in Maryland MVAs, out-of-home opportunities, and Afro.com digital advertising.
- An information meeting has been arranged with Modern Campus to discuss a CMS model while also reviewing other school web practices
- To better reflect industry practices, the College's website will be revised to with a more contemporary template. This will declutter pages and add photography and user-friendly buttons. This revision will result in a unified appearance that improves the user experience.
- Institutional Research provided statistics that were used to update stats on the Panther postcard, Viewbook, and At-a-Glance brochures. Each of these items are used during the student recruitment process.
- The College has invested additional time to review the secondary color pallet, logo, and fonts. Consistency in each of these will strengthen the College's brad.

Enrollment Campaigns and Metrics

- The College approved a plan to purchase PSAT and SAT lists from the College Board, the sole source provider of this information. The list has been ordered, received, and uploaded. The following components of a larger College Board Marketing Plan have been executed:
  - A welcome letter from Dr. McCurdy with a view book is being mailed to each student
  - Additional Information Sessions promoted with a postcard are being sent
  - High-quality HTML email designs are pending approval
  - A postcard will be mailed to encourage applications
  - Campus tours and a tour postcard are pending the reopening of campus.

- The College approved a fall 2021 Marketing Campaign that has since been launched. The plan includes outdoor signage, print mailings, digital advertising on Facebook, Instagram and Google, social posts promoting enrollment, posts and billboards promoting programs on a rotating basis. Campus banners and international flags are also included. Digital advertising began in July 2020, and initial results are shown below.

Website Highlights

- The College continues to make website edits that improve the user experience with streamlined design, photography, and video. The College is also investigating longer term CMS platform solutions. Information sessions from our current CMS, Blackboard, and other companies such as Brightedge are scheduled as we continue to analyze the current site against Google and other public user experiences.
- The Webmaster concentrated on a website content schedule while also working to replace old logos, place new images, and create a better user experience on Admissions website pages. Additionally, the Admissions Apply web page was completely redesigned.

- In keeping with new brand standards, the Webmaster worked with Blackboard to unify our school colors on web pages by making additional changes to graphics and primary background colors.

- Webpage Content Updates (Ongoing) – Ongoing regular and special campaign content updates and page restructuring to improve the user experience. Regular updates are made to the homepage, including updated billboards, the What to Know section, college calendar, and other homepage navigation and content features. These routine updates encourage user engagement and ensure content is student-centered.

- Webpages Content Updates (Ongoing)
  - Coronavirus Updates
    - Renewed Alert Banner
  - Billboards
    - Free Summer Session Textbooks Billboard
    - MSP Billboard
    - Early Childhood Education Billboard
  - Information to know
    - Friendly Reminder – Closed July 5th
  - Headlines

- Routine Website Maintenance and Webpage Content Updates
  - RBCCC Directory Updated
  - Website review for errors
  - Payroll webpage update
  - ESL webpage update
  - ABE webpage update
  - Alumni webpage update
  - EMS Accreditation update
  - Paramedicine webpage update
  - Analytics review
  - Nursing webpage update
  - Scholarship's webpage update
  - Payroll webpage update
  - President's cabinet update
  - Careers webpage update
  - COVID19 webpage update
  - NEW Apply webpage launched
  - BCCC Online video launched
  - About BCCC webpage update
  - Heartland deferred payment webpage update
  - Upward Bound webpage update
  - International Students webpage update
  - ITS Apply URL update request and launched
  - New Student Orientation Information published

- **Website Analytics**

- Home page: Unique (new) pageviews are down from the prior year by 14.23%, or a decrease of 34,150 new visitors
- Apply page: Unique (new) page views are down from the prior year by 14.82%, or a decrease of 383 new visitors
- Register page: Unique (new) page views are up from the prior year by 82.61%, or an increase of 1,378 new visitors.

- Note: Digital campaigns ended June 29 for the Summer 2021 Marketing Campaign and Fall 2021 Marketing Campaign began July 15 for a gap period of 16 days.

Creative Design

- During the month of July, the College worked to execute the Summer 2021 Marketing Campaign while developing and implementing the Fall 2021 Marketing Campaign. Integrated efforts include print, outdoor signage, website enhancements, and promotion of enrollment, social, digital, and internal components.
- Additional edits and modifications to the Brand Style Guide are being made following additional research regarding a secondary color pallet, stacked logos, email signatures, and approved fonts.
- Branding efforts were completed for new BCCC and presidential letterheads, with final designs pending approval.
- Several videos promoting programs, Workforce Development, Get to Know BCCC, MSP, and Dual Enrollment were designed and are pending final edits and approval.
- The College continues to promote its programs via website home page hero images and social posts.

Renderings

Recruitment Postcards
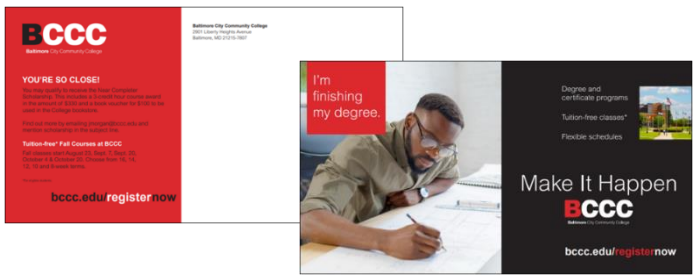
Viewbook, Panther Quick Facts, At-a-Glance Print Publications

Digital Projects, Forms and Image Carousels

Baltimore City Community College
Realignment Tasks Update
Joint Chairmen's Report, October 1, 2021
Mr. Stephan Byam, Chief Information Officer

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

Enterprise Resource Planning (ERP):

Background: The College needed to replace its legacy business and student systems with a modern, integrated Enterprise Resource Planning (ERP) system. The College previously published two Request for Proposals (RFPs) for an ERP system through the State of Maryland's eMaryland Marketplace. Unfortunately, neither RFP processes yielded a product selection or an executed contract.

Current State: The ERP Project has continued to maintain a "Green" status from Maryland's Department of IT (DoIT). While the College continues to benefit from this positive outlook from the state, there are challenges that the College is working to overcome to ensure that this status is upheld. These include newly developed resource constraints, scheduling conflicts and turnover in key areas.

Implementation Engagements
The Implementation Teams continue to be engaged with their respective Ellucian teams. Finance, Human Resources, Student and Student Accounts teams have been continuing their work with configuration and alignment of business processes to the system capabilities and functionalities.

The Banner ERP Project Team has been able to adjust the deployment schedule and still maintain the overall targeted implementation timeline of December 2022. The Finance implementation is now targeted for 2022, on or before the new fiscal year. This change will allow the team to complete the State Integrations as needed and ensure that the Finance Team has enough time for readiness activities: training on integrations; policy updates (if needed) etc.

The State's Payroll team has indicated that due to the operational impact, integration work will have on their ability to perform end of year processing, they will only entertain integration work after January 2022. The ERP Technical team already possesses integration specifications and will still be able to perform the College's end of the work. Once the State is ready, the technical team will just need to perform testing.

Data Migration
A decision was made to reload the round 1 General Person (students, employees and vendors) data extraction due to the large number of errors in the first load.

The plan in September for the second round General Person data extraction was subsequently changed to include separate data migrations for vendors, students and employees. This change in plan occurred in order to minimize the number of manual updates in Banner that would be needed for functional areas including student and employee data prior to student and HR Go-live dates. The vendor data extraction was successfully completed on 6/24/2021.

The technical team has been able to perform a second round of General Person Student and Employee data migration. This was preceded by the verification and validation teams performing their validation of the records

migrated from Round 1. The feedback from the data validation teams was translated into either technical data extract errors (of which the IT team resolved) or actual data entry errors that existed in the legacy system and were never identified. Those errors were resolved by the Human Resources and Student Affairs teams.

Additionally, General Student Data Validation was completed for round 1 data migration. Results from the data validation will be used for upcoming round 2 data migration. Financial Aid Data Validation was also completed for round 1 data migration.

Financial Aid round 1 data was successfully loaded into Banner on 5/24/2021. This load will be used for testing and data validation in the coming weeks.

Finance Vendor round 2 data was successfully loaded into Banner on 5/31/2021. This load will be used for data validation and data mapping in Banner in the coming weeks.

- General Student round 1 data was loaded into Banner on 7/26/2021.
- Academic History round 1 data was loaded into Banner on 8/2/2021.
- Overall (Holds and Testing data) round 1 data was loaded into Banner on 7/26/2021.
- Human Resources Position control round 1 data was loaded into Banner on 8/30/2021.
- Human Resources Leave Balances round 1 data was loaded into Banner on 8/30/2021.

State Interfaces (FMIS, Workday etc.)

Due to the nature of the College's designation as a state agency, the College's Financial and Human Resources data must be integrated with the State's own Financial and Human Resources systems. As such, it is the imperative that these integrations exist prior to "go-live" to avoid additional double entry by the College's teams. The following is the status of the integrations:

"HX file" Integration The "HX File" is a file that is produced from the State's Financial Management Information System (FMIS) that details all of the College's financial transactions in the form of journal entries. These include payroll, payments, credits etc. The College has enlisted the vendor, Ellucian, to develop the integration that will use the data from the "HX File" to populate the Banner system for reconciliation. The projected completion date is October 1, 2021, and testing is scheduled to begin on September 6, 2021. In order to successfully implement the "HX File" integration, the College's Finance team will be developing use case scenarios for User Acceptance Testing (UAT). This UAT exercise will confirm for the College whether all of the types of transactions that are present on the HX file, are successfully transmitted into Banner.

Vendor Integration: The "Vendor" integration ensures that any new vendors that the College on-boards will be automatically transmitted to the State's FMIS system with the details to allow for payment. The Vendor integration is developed, however partially tested due to Finance resource constraints. The projected completion date was October 1st 2021, with limited risk.

Transaction Integration (Invoices and General Ledger Transactions): Due to resource constraints, the development of the Transaction Integration remains in analysis phase. The projected completion date was October 1st 2021, with limited risk.

Payroll Integration: The Payroll integration will allow the College to transmit its payroll information to the State's Central Payroll System. The State has advised the College that it has significant blackout dates in both November and December where they will not engage in new integrations; and has advised the College that the payroll integration should be targeted for the latter part of the 2022 calendar year.

Human Resources

While the Human Resources team continues to make progress in many of the areas of configuration, the team has encountered a unique challenge where the State's requirements and the functionality of the Banner system *do not* align. The Banner system relies upon workdays in a year whereas the State of Maryland uses calendar days. This, in turn, exposes a limitation in the Banner system whereby the system cannot account for more than one decimal place in a salary calculation. The HR, Finance, Ellucian and IT Teams are working to determine a resolution.

Organizational Readiness

The BCCC Finance team is still working on commanding their knowledge and readiness for using Banner Finance. Due to resource constraints, the team has not been able to fully begin work in the Banner Test environment. Additionally, IT is coordinating Finance Security Testing which needs to be completed by September 30th. The Chief Financial Officer is working with the Finance team to address the outstanding items in the Finance go-live checklist.

Future Engagements

The following are the scheduled engagements through October:

i. Finance

Engagement	Dates	Status
Finance Matrix/Security Testing Session 1	10/12/2021	Complete
Finance Matrix/Security Testing Session 2	10/20/2021	Scheduled

ii. Student Accounting

Engagement	Dates	Status
Fee Assessment Configuration	7/1/2021	Complete
TouchNet Cashiering/Advisor Working Session	7/28/2021	Complete
TouchNet and Baltimore City CC - Cashiering Close/Balance, Advisor and Marketplace	8/18/2021	Complete
BCCC - AR Data Validation	8/24/2021 - 8/26/2021	In Progress
BCCC Fee Assessment Student AR Training	9/7/2021 - 9/9/2021, 9/14/2021-9/16/2021	Scheduled

Engagement	Dates	Status
BCCC Fee Assessment Student AR Training	9/7/2021 - 9/9/2021, 9/14/2021-9/16/2021	Complete

iii. Human Resources

Engagement	Dates	Status
Position Training	7/7/2021 - 7/8/2021	Complete
Position Configuration	7/9/2021	Complete
Leave Training	8/2/2021, 8/3/2021, 8/5/2021	Complete
HR Leave Technical Overview and Mapping	8/6/2021	Complete
Leave Simulation	8/11/2021	Complete

BCCC HR Onboarding and Hiring Technical Overview and Mapping	8/12/2021	Scheduled
Functional-Technical Review of Data before loading	8/24/2021	Cancelled
Onboarding and Hiring Validation	9/8/2021, 9/9/2021	Scheduled
Simulation Onboarding and Hiring	9/14/2021	Scheduled
Life Cycle of an Employee Training	9/15/2021, 9/16/2021, 9/21/2021	Scheduled
Banner Payroll Training and Simulation	9/30/2021	Scheduled

iv. Student

Engagement	Dates	Status
Banner General Person Security	7/14/2021	Complete
Records Management Security	7/21/2021	Complete
Security for Banner Catalog/Schedule	7/27/2021	Complete
Buildings and Rooms	7/28/2021	Rescheduled
Buildings and Rooms	8/3/2021	Complete
Faculty/Advisor records in Banner	8/4/2021	Complete
Configure/Train- Student Records Management	9/7/2021	Scheduled
Student Records simulation review	9/9/2021	Scheduled
Registration Management Review	9/10/2021	Scheduled
System Education for Compliance Monitoring I & II	9/14/2021, 9/15/2021	Scheduled

Engagement	Dates	Status
Configure/Train- Student Records Management	9/7/2021	Complete
Student Records simulation review	9/9/2021	Complete
Registration Management Review	9/10/2021	Complete
System Education for Compliance Monitoring I & II	9/14/2021, 9/15/2021	Complete
Introduction to Banner Job Submission	10/12/2021	Scheduled

v. Financial Aid

Engagement	Dates	Status
Train to Student Employment	7/14/2021	Complete
Train & Sim Student Employment	7/22/2021	Complete
Security Training/Discussion	7/23/2021	Complete
Design & Train R2T4	7/26/2021	Complete
Train& SIM R2T4	8/4/2021	Complete
Design SAP	8/5/2021	Complete
Train SAP	8/9/2021	Complete
SAP Simulation	8/10/2021	Complete
Configuration Self-Service Training	8/11/2021 - 8/12/2021, 8/20/2021	Complete
Follow up Training Data Load/Tracking	9/7/2021 - 9/9/2021	Scheduled
Follow up Training Period Budgeting /Packaging	9/14/2021 - 9/16/2021	Scheduled

| Follow up Training COD, Pell and Disbursement and SAP | 9/21/2021 - 9/23/2021 | Scheduled |
| Follow up Training Student Employment | 9/28/2021 - 9/30/2021 | Scheduled |

Engagement	Dates	Status
Follow up Training Data Load/Tracking	9/7/2021 - 9/9/2021	Complete
Follow up Training Period Budgeting /Packaging	9/14/2021 - 9/16/2021	Complete
Follow up Training COD, Pell, Disbursement & SAP	9/21/2021 - 9/23/2021	Complete
Follow up Training Student Employment	9/28/2021 - 9/30/2021	Complete
Follow up Training Federal Work Study	10/1/2021, 10/04/2021	Complete
Follow up Training R2T4	10/5/2021 - 10/7/2021	Complete
Population Selection Training	10/12/2021 - 10/14/2021	In Progress
Banner Overview Training	10/20/2021, 10/21/2021, 10/25/2021, 10/28/2021	Scheduled

Engagement	Dates	Status
Follow up Training Data Load/Tracking	9/7/2021 - 9/9/2021	Complete
Follow up Training Period Budgeting /Packaging	9/14/2021 - 9/16/2021	Complete
Follow up Training COD, Pell and Disbursement and SAP	9/21/2021 - 9/23/2021	Complete
Follow up Training Student Employment	9/28/2021 - 9/30/2021	Complete
Follow up Training Federal Work Study	10/1/2021, 10/04/2021	Complete
Follow up Training R2T4	10/5/2021 - 10/7/2021	Complete
Population Selection Training	10/12/2021 - 10/14/2021	In Progress
Banner Overview Training	10/20/2021, 10/21/2021, 10/25/2021, 10/28/2021	Scheduled

vi. **Information Technology**

Engagement	Dates	Status
BCCC: Advanced Form Fusion Training	8/4/2021	Complete
BCCC - ADAP Service Preparation Call	8/6/2021	Complete
BCCC - ADAP Blueprint Review and Server Validation	8/12/2021	Complete
BCCCS: Prod Ethos/Banner Functional Mapping	8/26/2021	Complete
Form Fusion Training	9/17/2021	Scheduled

Engagement	Dates	Status
Form Fusion Training	9/17/2021	Complete

Smartsheet Training (Fundamentals; Plan, Track & Automate; Reporting & Dashboards; Work Management)	9/23 - 9/24/2021, 9/27 - 9/28/2021	Complete

Baltimore City Community College
Realignment Tasks Update

Joint Chairmen's Report, October 1, 2021

Dr. Debra L. McCurdy, President

REALIGNMENT TASK #10

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

Bard Building Project Update

BCCC engaged with the Maryland Department of General Services, the Attorney General's Office, and outside consultant CBRE to determine the best course of action for the downtown Bard property. It was determined that the College could avoid paying upfront for demolition of the Bard Building if it granted a parking concession to a team made up of a demolition company and parking lot operator, who would then demolish the building and operate a parking lot at least until they recovered the costs of demolition. After the parking lot concession was over (estimated to be between 5 and 10 years), the College would develop the property for another use. The College posted a Request for Expressions of Interest ("REOI") on Maryland's electronic marketplace (eMMA), posted information about the REOI in a local business publication, and (via CBRE) reached out to market the opportunity to potentially interested parties. The REOI will serve as the basis for establishing a Reduced Candidate List ("RCL") of qualified teams that may be invited to respond to a Request for Proposal ("RFP").

Estimated timeline for each activity to occur:

I. REOI (Request for Expressions of Interest)
    A. Published REOI on December 18, 2020.
    B. Pre-Response Conference held January 13, 2020, (in which 11 vendors were in attendance).
    C. Responses due March 5, 2021
    D. Responses evaluated and firms selected April 2021.
II. RFP (Request for Proposals)
    A. Issue Request for Proposal (RFP) April 2021
    B. Preproposal Conference May 2021
    C. Proposals due June 2021
    D. Proposals evaluated and firm selected August 2021
III. Negotiation of Legal Agreement(s)
    A. Completion October 2021
IV. BPW Approval
    A. Estimated approval late December 2021
V. Demolition
    A. Following BPW approval, the developer can begin the permitting and contracting process, January 2022
    B. Estimated demolition completed December 2022

Procurement Threshold Legislation

During the 2021 Maryland General Assembly Legislative Session, BCCC will again bring forward legislation that seeks to increase the procurement threshold of the College from $50,000 to $300,000. Increasing the threshold would allow for the College to procure needed goods and services more expeditiously to the benefit of the whole college community. This increased threshold would also bring BCCC more in line with peer institutions. This legislation and the strategy to have it pass has been discussed during meetings that Dr. McCurdy has convened with members of the Maryland General Assembly.

Inner Harbor Site

The costs of demolishing the Bard Building and creating a temporary green space on the property were included in the most recent state budget. Regular meetings that will result in a procurement are underway.

The Lockwood Property
The College agreed in March, 2020 to defer the receipt of rent payments from Lockwood Associates pending at least partial recovery from a pandemic-related downturn in revenue generation. In July, 2021, BCCC and Lockwood Associates executed a Forbearance Agreement whereby the parties agreed to a schedule that called for the payment of all deferred rent plus a 1.5% late fee in two installments: Lockwood Associates paid BCCC $1,015,000 in July, 2021 and is obligated to pay another $1,086,674.62 before the end of July, 2022. All regularly scheduled Rent payments recommended in July, 2021.

Radio Tower Leases
BCCC owns the radio tower used to operate WBJC and leases space on that radio tower to 3 separate entities. The lease to NOAA began on August 1, 2018 and is a 15 year term, with the College receiving $17,646 per year for the first 10 years of the lease. The iHeart Media lease began on October 1, 2020 and is for five years with three additional five year terms. IHeartMedia pays the College $5377.63 per month. The AT&T lease, (which is in the process of being renegotiated and renewed) will yield the College approximately $50,400 per year.

55 Marketplace
The College continues to rent the space at 55 Marketplace to house many of its continuing education and workforce development programs for approximately $504,000 per year (about $18 per square foot) plus C.A.M. charges. The current lease expires on December 31, 2024 and has a termination for convenience clause that will allow BCCC to vacate the space if a better opportunity arises.

Palladium Parking Lot
BCCC rents space in the lot immediately across the street from its Liberty Heights campus in order to make parking available to students, for $82,236 per year. For the past year, the College has invoked the lease's "suspension of performance" clause, which allows the College to suspend the lease and stop paying rent during the time that it does not need the space. The lease will be resumed in January 2022.

Reisterstown Plaza
BCCC rents two separate spaces in Reisterstown Plaza. One houses continuing education courses and the other provides office space for WBJC. Both leases will be renewed this year for 5 and 3 years, respectively.

Baltimore City Community College
Realignment Tasks Update
Joint Chairmen's Report, October 1, 2021
Dr. Debra L. McCurdy, President

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

The College is moving along well with creating policies and procedures that will address the new procurement authority. This will allow the College to more efficiently secure purchases that exceed the current $49,000 procurement authority. The procedures are being developed and will be reviewed with the Board of Trustees for approval prior to submission to the legislature; expected date for review will be November/December 2021. The enhanced relationship with DGS and DBM has starkly improved the workflow and design for many construction projects with $4,000,000 already designated for the completion of deferred maintenance and other capital projects in preparation for submission during the upcoming capital budget legislation process.

As reported earlier, newly enacted state law has changed BCCC's procurement authority. BCCC contracts that are exempt from State oversight are now subject to the following requirements:

- Contracts with a value of $100,000 or less must be reviewed and approved by the president of BCCC or the president's designee; and
- Contracts with a value of more than $100,000 but no more than $500,000 must be approved by the BCCC Board of Trustees.

BCCC's capital improvement and service contracts valued at more than $500,000 are still subject to review and approval by BPW.

Specified provisions in State procurement law that also apply to other State higher education institutions also apply to BCCC, most notably provisions governing the State's Minority Business Enterprise program.

The Maryland State Board of Contract Appeals' authority over contract claims related to BCCC contracts terminates for any contracts awarded on or after July 1, 2021, but the BCCC Board of Trustees can elect to restore its authority, subject to approval by BPW.

Subject to the review and approval of the Board of Public Works (BPW) and the Joint Committee on Administrative, Executive, and Legislative Review, the BCCC Board of Trustees must develop policies and procedures governing procurement by the College, including those governing conflict of interest issues. The policies and procedures must promote the purposes of State procurement law. The Board of Trustees must also develop an IT plan that includes IT policies and standards that are functionally compatible with the statewide IT master plan and BCCC's strategic plan.

BCCC hired a Procurement Director who began work on September 9, 2021 and will begin drafting the appropriate policies and procedures, which will then be presented to the BCCC Board of Trustees for review and approval before being forwarded to the State.

REALIGNMENT TASK #12
"The Board of Trustees shall review, and if necessary, revise the BCCC strategic plan."

BCCC is currently in the process of revising the College's "Strategic Plan." The Board of Trustees approved the current goals and objectives in April 2018 and the College has been legislatively mandated to "review, and if necessary, revise the BCCC Strategic Plan". The current Plan is actually a broad "Framework" and requires more work to transform it into a comprehensive Plan for 2021 - 2024. The Framework is serving as a foundation from which the comprehensive plan will be created to include measurable outcomes.

In April 2021, the College conducted its Strategic Planning Kick-Off with 210 faculty and staff in attendance. Keeling & Associates, a higher education consulting firm, has been facilitating the Plan development activities. Throughout the spring and summer 2021, Keeling & Associates have conducted information gathering interviews with various stakeholder groups. The initial sessions were held with the executive, senior and mid-level leadership teams to ensure the necessary infrastructure; additional sessions for Cabinet members were held to develop a stronger culture of accountability. *Sessions were conducted with faculty, staff from all College divisions, the Board of Trustees, students, and business community representatives.*

The context for the Plan discussions included a review of observations and emerging themes from the planning process; internal and external factors that have strategic and practical significance in shaping the College's priorities for the planning period; and articulation of arears in which aspirational growth is possible as well as those in which excellence may not be sustainable. Keeling & Associates facilitated conversations to explore how BCCC might reimagine credit and non-credit programs to be more responsive to the needs of the workforce, the city of Baltimore, and the interests and intentions of prospective students and their communities; become more student-centered through its programs and services, and in the ways in which students navigate from enrollment and matriculation to completion and career; and become the employer of choice, transform institutional culture, and reward and celebrate areas of excellence. The following primary themes emerged from the interview sessions.

- Modernize programs; build links between credit and workforce development, enhance faculty and industry partnerships; develop in areas of growth and innovation, and shape the curriculum to respond to student interests and workforce needs.
- Put students first; enhance the student experience through seamless customer service and improved technology, build affinity and pride; reach a sustainable enrollment and improve retention; stay affordable while becoming more efficient.
- Build and invest in partnerships, relationships with industry and City schools; strengthen connections with the City of Baltimore; get external perspectives and bolster brand, identity, and reputation
- Become the employer of choice; recruit, develop, retain, and celebrate employees who are student-centered and committed.
- Restore and steward facilities and infrastructure.

The **"Strategic Planning Sessions"** will conclude winter 2022 where an expanded group of faculty and staff will help to reach consensus about the College's strategic priorities, goals, and objectives for the Plan period. A final Plan is scheduled to be presented to the BCCC Board of Trustees during the 2021-2022 academic year.

See attachments:
- Exhibit 12.1 BCCC Strategic Plan Kick-Off
- Exhibit 12.2 Guiding Questions - Keeling & Associates
- Exhibit 12.3 Preliminary Findings and Themes – Keeling & Associates

The following are the current goals and objectives of the current 2018-2022 Strategic Plan approved by the Board of Trustees April 18, 2018:

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.*

Exhibit 1.1

BALTIMORE CITY COMMUNITY COLLEGE & BALTIMORE POLICE DEPARTMENT
COURSE SYLLABUS

BCCC Course Code	CRJ 213
BCCC Course Title	Criminal Substantive Law
BCCC Department	Criminal Justice
BCCC Course Description	Students are introduced to the origins, sources, and structure of criminal substantive law. The course focuses on the various elements and sub-elements of proof for common law and statutory crimes against persons, property, and the public peace. Maryland law is covered in depth. Current issues in criminal law including, but not limited to, recent trends in the criminal justice system, defenses of crime, sentencing, and substance abuse are discussed. Evidence in criminal cases and case preparation are also addressed.
BCCC Course Credits	3

BPD Lessons	Hours	Descriptions
LAW 101	2	Introduction to the Law -- Overview of the Maryland Court System.
LAW 102	2	Baltimore's Legal System -- Overview of Baltimore City's Court System.
LAW 103	2	Understanding Crimes -- Introduction to looking up crimes using the CJIS manual and breaking crimes down into elements: mens rea (guilty thought), actus reus (guilty action), attendant circumstance.
LAW 104	2	Theft and Fraud Crimes -- Introduction to Property Crimes related to theft and fraud.
LAW 105	2	Destruction and Burglary Crimes -- Property Crimes related to burglary and destruction of property.
LAW 106	2	Violent Crimes -- Crimes against persons related to assault, homicide, robbery.
LAW 107	2	Sex Crimes -- Crimes against persons related to rape and sex offense.
LAW 108	2	Vulnerable Person Crimes -- Crimes against persons related to child abuse, kidnapping, and human trafficking.
LAW 109	2	Harassment Crimes -- Crimes against persons related to harassment, stalking, and hate crimes.
LAW 110	2	Crimes Against Persons (Written Scenarios) -- Using hypothetical scenarios to identify relevant crimes.
LAW 111	2	CDS and Possession Crimes -- Possession crimes, specifically focused on CDS (drug) crimes.
LAW 112	2	Weapon Crimes -- State and city weapon violations.
LAW 113	2	Public Order Crimes -- Crimes related to public order.
LAW 114	2	Police Interaction Crimes -- Crimes related to dealing with law-enforcement.

Exhibit 1.1

LAW 115	2	1st Amendment Rights -- 1st-Amendment limits on enforcing crimes (specifically "disorderly" and "failure to obey").
LAW 116	2	Criminal Liability -- Attempt, Conspiracy, and Accomplice Liability.
LAW 117	2	Substantive Crimes Review -- Review of covered Maryland Crimes and the criminal justice system.
LAW 118	2	Substantive Crimes Assessment -- Written test on Maryland Crimes and the criminal justice system.
LAW 301	2	Evidence -- Overview of how evidence recovered must be accounted for and authenticated in order to be admitted at trial.
LAW 305	2	Juvenile Law -- Overview of law related to youths, including: when they are charged as an adult and how the juvenile justice system works.
LAW 308	5	Courthouse Visit – Visit to District Court to observe judicial proceedings.
TRA 202	4	Transportation Articles, Part 1 -- Maryland's vehicle code. Use and understanding of Maryland Transportation Code, specifically the Annotated Transportation Article book. Focus on Definitions, Roadway restrictions, vehicle licensing and registration, equipment violations.
TRA 203	4	Transportation Articles, Part 2 -- Maryland's vehicle code. Use and understanding of Maryland Transportation Code. Focus on moving violations: turns, stops, speed, etc.
BPD 185	1	MPCTC Testing -- Testing on Maryland Police and Correctional Training Commission-required objectives covered in classes up to this point. Each objective must be passed with a 70% or greater score.
Total	54	

Exhibit 1.2

![BCCC logo - Baltimore City Community College]

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 <u>not intended to be handed out to students as a specific guide to their individual</u> class; however, students, as a stakeholder may have access to it. The original is housed in the Office of the Vice President of Academic Affairs, Academic Operations Office and an electronic copy is stored on the College's intranet.

_____
_____

Course Code: ASL 101

Course Title: American Sign Language 1

Department: English, Humanities, Visual and Performing Arts

_____

Originally developed (date):   July 28, 2021

Revised (date):

1. **COURSE INFORMATION**

Course Description:

This course is designed to provide an overview of American Sign Language. Course activities will include learning basic grammar, vocabulary, and syntax. Students will focus on mastering the basics of fingerspelling, numbers, colors, facial grammar, and sentence structure. Conversational and cultural behaviors will be introduced to aid students to hold a beginning-level conversation in ASL with deaf/hard-of-hearing native users of the language. In addition, the course will also provide background information about deaf culture to provide students with a beginning understanding of deaf language and culture.

    a. Learning Outcomes for this course:

    Upon successful completion of this course, the student will be able to:

> 1. Differentiate between basic similar signs.
> 2. Identify basic differences between Deaf and Hearing cultures.
> 3. Recognize basic differences between simple ASL and English sentence structures.
> 4. Sign using the correct facial grammar and syntax for forming questions in ASL
> 5. Participate in class signing activities- including physical and emotional descriptions, discussing daily routines, and requesting in ASL.

    b. Pre-requisites RENG 92

    c. Co-requisites None

    d. Course Credits: please fill in the following table with "Hours Assigned," by category presented

Types of hours	Hours assigned	Calculations	
Hours of Lecture: 15 Hours per Credit	3	Lecture Credit Equals = 15	45.00
Hours of Lab 30 Hours per Credit	0	Lab Credit Equals =	0.00
Hours of Studio	0	Studio	0.00

30 Hours per Credit		Credit Equals =	
Hours of Fieldwork 45 Hours per Credit	0	Fieldwork Credit Equals =	0.00
Hours of Practica 45 Hours per Credit	0	Practica Credit Equals =	0.00
		Total Calculated Credits =	45.00
		Round down =	45.00

Note, these are the only valid choices available under COMAR regulations.

a. Average Number of Pages per week (based on a 15 week semester) for assigned reading:

b. Frequency of Offering
    i.   Day time: Fall __X___   Spring __X___   Summer _____
    ii.   Evening: Fall ___X__   Spring __X___   Summer _____
    iii.   Weekend: Fall ___X__   Spring __X___   Summer _____
    iv.   Distance learning   Fall _____   Spring _____   Summer _____

2. <u>**INSTRUCTIONAL MATERIALS USED FOR THIS COURSE**</u>

[Required by all sections of this course]

Humphries, T., & Padden, C. (2019). *Learning American Sign Language* (2nd ed.). Pearson.

    *Comes with a DVD

Tennant, R. A. (2nd ed.). (2020). *American Sign Language Handshape Dictionary*. Gallaudet University Press.

Any student-purchased software (technically or brand-specific), videotaped recordings, memberships, etc. should be itemized here, too.

    a.   Other reading material(s) (if required, please notate): None

    b.   Audio-visual materials used by instructor (if required, please notate): None

    c.   Tools and equipment used by instructor (if required, please notate): None

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 and Oral Communication: Students will practice signing in American Sign Language.

   b. Scientific and Quantitative Reasoning: None

   c. Critical Analysis and Reasoning: Students will be required to engage in conversations using the acquired American Sign Language signs.

   d. Technological Competency: Students will be required to demonstrate the use of course-specific technology including the textbook's DVD, as well as online sources to supplement their American Sign Language development.

   e. Information Literacy: Students will be required to effectively access college resources and online sources, as well as apply what they have learned from these sources by creating course assignments or class presentations.

4. **RESPONSIBILITIES OF THE STUDENT** (indicate whether required or optional or not used)

   a. Follow particular safety rules Required __X___ Optional ____ Not used_____

   b. Required tools or equipment   Required ____ Optional ____Not used__X____ (please list):

   c. Other requirements (please list): None

5. **CRITERIA FOR EVALUATION** (indicate if criteria are required by all sections of the course, optional or not used)

   a. Class attendance   Required _____ Optional __X____ Not used_____

   b. Class discussion   Required ___X____ Optional _____ Not used_____

   c. Written Paper   Required ___X____ Optional _____ Not used_____

   d. Portfolio   Required _____ Optional ___X___ Not used_____

   e. Written report   Required ___X____ Optional _____ Not used_____

   f. Presentations   Required ___X____ Optional _____ Not used_____

   g. Computer assignments Required ___X____ Optional _____ Not used_____

h. Tests/quizzes   Required ___X____   Optional _____   Not used_____

i. Mid-term Exams   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):

An oral and sign language presentation will be used to assess students' performance in American Sign Language.

7. **GRADING SYSTEM** (no one criteria 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.

- Quizzes   25%
- Oral Presentation   20%
- Individual Project   10%
- Library/Research Paper   20%
- Mid-term and Final Exams   25%

8. COURSE OBJECTIVES (general objectives for the course):

1. Demonstrate how to sign numbers zero to one hundred using the cardinal and ordinal numbering systems correctly.

2. Demonstrate a basic use of simple classifiers.

3. Discuss basic Deaf Culture issues including differences between Deaf and Hearing Cultures.

4. Express a basic knowledge of American Sign Language syntax.

5. Express and receive fingerspelled words at basic skill level.

6. Recall and produce basic sign vocabulary, approximately 25-30 signs per week, being able to distinguish between signs that are produced similarly.

7. Recognize and produce specific grammatical structures, including, personal and possessive pronouns, directional verbs, and noun-verb pairs.

8. Sign presentations, following the criteria and topics indicated by the instructor.

9. Sign using the correct facial grammar and syntax for forming questions in ASL.

9. <u>ADDITIONAL INFORMATION</u>

a. Annotated bibliography - required; please use the appropriate format for the discipline of the course [Annotated bibliography must be reviewed by the Acquisition Librarian]

Guido, J. (1st Ed). (2015). *Learn American Sign Language: Everything You Need to Start Signing a Complete Beginner's Guide*. Wellfleet Press. ISBN 978-1577151074.

American Sign Language (ASL) is a vibrant, easy-to-learn language that is used by approximately half a million people each day. Current with the latest additions to ASL and filled with thousands of photographs featuring deaf actors, *Learn American Sign Language* is one of the most comprehensive guides of its kind.

Jay, M. (2011). *Don't Just Sign... Communicate!: A Student's Guide to Mastering American Sign Language Grammar*. Judea Media. ISBN: 978-0984529445.

Don't Just "Sign"... Communicate! methodically takes the student, step-by-step through the essentials of ASL Grammar to prepare students to effectively communicate in and understand ASL.

This outlined guide illustrates the importance of understanding ASL's overall differences in grammar. Topics are broken up into the six (6) major aspects of the language, making it that much easier for students to understand and follow.

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): Given during the first day of class.

c. Any additional information pertinent to the course: None

Authors of the Syllabus:

Juli Hawk 10-5-21
Signature and Date

Naesea Price 10-5-21
Signature and Date

Jà Hon Vance 10-5-21
Signature and Date

Acquisition Librarian Review:

*James
Lynch*_____10/5/2021_____
Signature and Date

Authorizing Officials:

Curriculum and Instruction Committee Chair

Paul Long   10-19-2021
Signature and Date

Vice President of Academic Affairs

Signature and Date

BALTIMORE CITY COMMUNITY COLLEGE

CURRICULUM AND INSTRUCTION COMMITTEE OF THE FACULTY SENATE

COURSE PROPOSAL OUTLINE FORM

1. **DEPARTMENT**: English, Humanities, Visual and Performing Arts

2. **PROGRAM/PROGRAM CODE (IF APPLICABLE)**:

3. **COURSE NUMBER/TITLE:** ASL 101, American Sign Language

4. **AUTHOR(S):** Ja Hon Vance, Juli Hawk

5. **RATIONALE FOR OFFERING THE COURSE AT BCCC:**

   To remain competitive with other community colleges that are offering similar programs (AACC, CCBC, HCC, MCC). There is a large Deaf community in Maryland and DC (Maryland School for the Deaf (Frederick and Columbia) and Gallaudet University.

6. **COURSE RECOMMENDED BY:**

   Dean Mark Conard

7. **WHAT DATA SUPPORT POTENTIAL ENROLLMENT IN THIS COURSE?** (Include all data collected, survey results, etc.)

   There are multiple programs offered at surrounding community colleges that have robust programs: CCBC, HCC, AACC, MCC and more.

8. **WHAT PROGRAMS WILL THIS COURSE SERVE**? (Include program name and number)

   ASL 101 will be offered as an Open Elective in the 3rd semester of General Studies Transfer Degree Program.

   There is no written policy established by MHEC or a regulation published by COMAR which requires a course to be a part of a degree program. This idea/notion that a course must be either a Gen Ed course or part of a degree program appears to be a "tradition at BCCC" and not an official policy.

Exhibit 1.3

Page **2** of **3**
Revised 5/1/2010

The college is currently offering Spanish 101 (SPA 101) as an Open Elective in the 3rd semester of General Studies Transfer Degree Program.

It is anticipated that American Sign Language will be expanded into a full degree/program in the future.

9. **IS THIS A GENERAL EDUCATION COURSE**?

No

10. **DOES THIS COURSE IMPACT ANOTHER COURSE OR PROGRAM?** (Yes or no- If yes, please submit Collaborating Unit Sign Off Form)

No

11. **IS THIS COURSE DESIGNED TO TRANSFER?** (Yes or no)
    If yes,
    a. Please indicate two senior institutions in the Maryland and D.C. area that have comparable courses- give the institution, the course numbers, and titles.
    b. How do you expect the senior institution to evaluate the course? (mark all that apply):
        i. Major course   ____X_____
        ii. Elective   ____X_____
        iii. General Education requirement   ____X_____

Community College of Baltimore County - ASLS 101 - American Sign Language 1
Towson University- DFST 104 American Sign Language I
Salisbury University- ASL 101 - Elementary Sign Language I

12. **IS THIS A CAREER PROGRAM COURSE?** No

13. **ALTERNATIVE WAYS OF ASSESSING COMPLETION OF COURSE:**
    a. Credit by examination (Yes or no. If yes, explain.) **No**
    b. Credit by CLEP (Yes or no) **No**
    c. Credit by work experience (Yes or no. If yes, explain.) **No**

14. **RESOURCES:**
    a. _____ Full-time faculty will teach this course.
    b. __X___ Part-time faculty will teach this course.
    c. __X___ Faculty development will be needed.
        i. Where? Hiring new faculty (part time or full-time) to staff the course
        ii. Cost? Onboarding/New hire costs
    d. Are there any special workload considerations?
    e. Instructional support needed: (Yes or no. If yes, explain.)

15. **FACILITIES:**
    a. ___X__ Existing classroom
    b. _____ Existing Laboratory
    c. _____ Existing Computer Laboratory
    d. _____ New/special facilities or equipment
    e. _____ New/special Software

16. **LIBRARY CONSULTATION:**
    a. Resources are adequate (Yes or no) **Yes**
    b. Acquisitions are needed (Yes or no) **No**

Date of consultation: **9/30/2021**

Signature of collection development librarian: **Jim Lynch**

Exhibit 3.1

Policy No: ___

Title of Policy: College-level Readiness Assessment and Course Placement Policy

Policy (check one): New X____   Revised _ __   Reformatted _____

Applies to (check all that apply):

Faculty__ __   Staff__ __   Students_X___

Division/Department__Student Affairs___   College X

Topic/Issue:

Academic Standing

This policy applies to all students full and part time.

Background to Issue/Rationale for Policy:

Baltimore City Community College's (BCCC) College-level Readiness Assessment and Course Placement Policy is used to determine the course level at which students will start on their path to success at the College in mathematics and reading/English and other transferable courses. Prior to the College-level Readiness Assessment and Course Placement Policy, most entering students were assessed for placement using a standardized placement test. The new policy will allow for students to be assessed and placed via additional forms of assessment utilizing a rubric following the Memorandum of Understanding (MOU) signed by the Public-School Superintendents Association of Maryland and the Maryland Association for Community Colleges (MACC).

State/Federal Regulatory Requirements:

The College and Career Readiness and College Completion Act of 2013 (CCR-CCA)

Senate Bill 740 update the CCR/CCA Toolkit 2019

Revised June 15, 2021

http://www.dsd.state.md.us/COMAR/subtitle_chapters/13B_Chapters.aspx

Code of Federal Regulations 22 § 41.61(b)(1)(iii)

https://www.govregs.com/regulations/title22_chapterI_part41_subpartG_section41.61

Code of Federal Regulations 8 § 214.3(k)
https://www.ice.gov/sites/default/files/documents/Document/2016/sevp-PGS132-i20.pdf

Policy Language: (VOTE)

Proposed Policy Language for Placement into College Level Courses

Baltimore City Community College (BCCC) will utilize a variety of assessment measures to demonstrate college readiness for initial course placements in math, reading/English as well as for placement in other college-level courses. The form of assessment(s), subject area, score(s), date(s), and placement recommendation(s) will be captured in the student information system for every student's assessment.

Initial Placement at Baltimore City Community College

Students can demonstrate readiness to succeed in college-level courses via one or more of the options noted below.

1. BCCC Alternative Math and English Assessment
2. Transferable College Level Coursework
3. Degree from an Accredited College or University
4. SAT and/or ACT Tests
5. Advanced Placement (AP) Exam
6. Official High School Transcript Review
7. High School Transition Course
8. College Level Exam Program (CLEP)
9. Prior Learning Assessment
10. Standardized Placement Exam, e.g. ACCUPLACER, TOEFL®

Descriptions of placement options are outlined below:

1. BCCC Alternative Math and English Assessment

- BCCC is committed to the success of its students. The College accepts a variety of measures to demonstrate college readiness including the BCCC Alternative Math and English Assessment, which includes reading/writing and math assessment components. Through the College's Learning Management System (i.e. Canvas), students complete the reading/writing and math assessments and, based on the grading rubric, are recommended for placement in college-level or developmental math and reading/English courses.

2. Transferable, College Level Coursework

- Initial placement may be based on the documented completion of a transferable college-level English (ENG) course at another accredited institution. This qualifies the student for direct placement into ENG 102 (Introduction to the Term Paper and Research Methods) or

higher and all College courses with a college-ready prerequisite in English. An official transcript must be submitted showing a grade of C or better.

- Completion of a transferable college-level math course at another accredited institution qualifies students to register for all College courses with a college-ready prerequisite in math. An official transcript must be submitted showing a grade of C or better.

3. Degree from an Accredited College or University

- Initial placement may be based on the documented receipt of a degree from an accredited college or university. This qualifies the student for direct placement in ENG 102, college-level math courses and all College courses with a college-ready prerequisite. An official transcript must be submitted showing a grade of C or better.

4. SAT or ACT Tests

- An SAT Critical Reading or Evidence-Based Reading and Writing score of 480 or higher qualifies the student for direct placement into ENG 101 (English Writing) and all college courses with a college-ready prerequisite in English.*
- An SAT Math score of 530 or higher qualifies the student for direct placement into college-level math courses and all College courses with a college-ready prerequisite in math.*
- An ACT Composite score of 21 or higher qualifies the student for direct placement into ENG 101, college-level math courses and all College courses with a college-ready prerequisite.*

* Subject to change based on College Board scoring policies. (Collegereadiness.CollegeBoard.org)

5. Advanced Placement (AP) Exams

- An English Language score of 3 or higher qualifies the student for direct placement into ENG 102 and awards the credits for ENG 101. Completion of AP English without taking the AP exam qualifies the student for placement into ENG 101.*
- A Calculus AB or BC score of 3 or higher qualifies the student for direct placement into MAT 141 (Calculus II) and awards the credits for programs requiring MAT 107 (Modern Elementary Statistics), MAT 128 (Pre-Calculus I) or MAT 140 (Calculus I) only. *
- All other AP Exam scores of 3 or higher qualify the student for college credits based on the equivalent course at BCCC *

* Subject to change based on College Board scoring policies. (APhighered.CollegeBoard.org)

6. High School Achievement

Placement into credit-bearing English and mathematics courses may be determined by overall high school Grade Point Average (GPA). English Speakers of Other Languages (ESOL) students must have exited ESOL instruction by Grade 11 to demonstrate college-ready English Language proficiency.

- Graduation from high school in the last five years with at least a 2.5 overall high school GPA qualifies the student for direct placement in ENG 101 and all College courses with a college-ready prerequisite in English. High school seniors may be placed using their high school GPA current through the fall semester of their senior year. Graduation from high school with a grade of C or higher in Honors English qualifies the student for direct placement in ENG 101.

- Graduation from high school in the last three years with at least a 2.5 overall high school GPA, including successful (C or better) completion of Algebra II within the same period, qualifies the student for direct placement into college-level math and all College courses with a college-ready

math prerequisite. High school seniors may be placed using their high school GPA current through the fall semester of their senior year.

7. High School Transition Course

- Successful completion of a high school transition course in English within the last five years qualifies the student for direct placement in ENG 101 and all college courses with a college-ready prerequisite in English if the student received a C or better in the transition course.

- Successful completion of a high school transition course in math in the last three years, qualifies the student for direct placement in college-level math and all college courses with a college-ready math prerequisite.

8. College Level Exam Program (CLEP)

- The College participates in the College-Level Examination Program (CLEP) as a means of assessing and awarding credit for knowledge obtained through prior experience or course work taken at non-accredited institutions. CLEP is also a means of evaluating post-high school learning experiences, education through employment, and skills gained through the Armed Services. Students are advised to review the CLEP policies of the institutions to which they expect to transfer. Information regarding CLEP tests and fees may be obtained from the Testing Center. BCCC offers CLEP examinations only for courses which parallel those found in the college's catalog, including credit-level math and English courses. A current list of CLEP examinations for which Baltimore City Community College will grant credit is listed in the BCCC catalog or can be obtained from the Testing Center. The chart below indicates which CLEP tests in English and math earn students college credit as well as direct placement into courses in those disciplines.

9. Prior Learning Assessment

- Prior Learning Assessment (PLA) provides students with the potential to earn credit for college level learning acquired outside a traditional academic environment.

- PLA is an evaluation of a person's life learning for college credit. That learning could have been acquired by working, participating in an employer's training program, serving in the military, studying independently, performing volunteer or community service.

- PLA is conducted through an evaluation process. PLA can be assessed in a number of different forms, such as a portfolio assessment, credit by examination (e.g. CLEP Exams or Departmental Exams etc.), or even by Articulated Industry Credits (e.g. CISCO Certification, etc.).

10. Standardized Placement Exam

- **ACCUPLACER:** a computer-adaptive assessment designed to evaluate students' skills in English and Mathematics. ACCUPLACER at BCCC is comprised of two sections. Students are asked to complete 20 questions in mathematics and 25 questions in English. Students may also retest once after 48 hours if they feel that they have not done their best. The assessment is untimed and upon completion of the assessment, students' scores are immediately available.

- **TOEFL:** tests are English language proficiency assessments often required for admission if a student's country is not an English-speaking country. The tests provide adman accurate measure

of a student's ability to use and understand the English language in the classroom. Alternatively, students can qualify by taking the ACCUPLACER for English Language Learners (formerly known as LOEP) or the applicable departmental language assessment.

Implementation Date: July 1, 2021

Proposed by: Student Affairs and Academic Affairs

Approved by the Board of Trustees:

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

Exhibit 3.2

Policy No: ____

Title of Policy: Academic Standing Policy

Policy (check one): New _____   Revised _X__   Reformatted _____

Applies to (check all that apply):

Faculty__X__   Staff__X__   Students_X___

Division/Department__Student Affairs___   College X

Topic/Issue:

Academic Standing

This policy applies to all students full and part time.

Background to Issue/Rationale for Policy:

The following outlines the changes to the existing "Academic Standing Policy" to increase student success and retention.

Under the current and revised policy, a student is considered to be in good academic standing if their cumulative GPA is a 2.00 or above. If a student's cumulative GPA is below a 2.00, they are no longer in good standing and need to raise their cumulative GPA to 2.0 or higher.

Under the current policy a student whose cumulative GPA falls below a 2.0 is placed on Academic Warning and has one semester to raise their cumulative GPA to a 2.0 or higher. If a student cannot raise their cumulative GPA to a 2.0 or higher, they are dismissed from the College and required to sit out a semester before they can be reviewed for reinstatement.

BCCC
Baltimore City Community College

Academic Status by Term

Academic Status at End of Semester	Good Standing	Academic Warning	Academic Dismissal	Total
Fall 2017	3,575	572	119	4266
Spring 2018	3,426	454	140	4020
Fall 2018	3,653	854	132	4639
Spring 2019	3,398	546	227	4171
Fall 2019	3,979	749	133	4861
Spring 2020	3,467	593	212	4272
Fall 2020	3,340	577	177	4094

Source: BCCC Student Information Management System. Excludes "FX" (never-attends). OIR - March 2021

The policy is revised to include "Probation" as a "retention" step prior to a student being dismissed from the College. Additionally, the requirement of bringing the **cumulative** GPA to a 2.0 after being placed on warning was changed to requiring the **term** GPA to be a 2.0. Both changes allow students an opportunity to receive support to remain in college and graduate. As well, the move to include a "probation category" will positively impact retention.

The revised policy further outlines the requirements for students who have been academically dismissed and wish to be reinstated immediately to the College. The new procedure requires a petition to the Vice President for Academic Affairs and review of the petition by the Academic Standing Review Committee. This committee will determine if the student can return to the College and what requirements are necessary for the return.

State/Federal Regulatory Requirements:

None

Policy Language: (VOTE)

Academic Standing is computed using a student's cumulative GPA Divisor Hours and Cumulative Grade Point Average based on grade processing at the end of the semester. A student is considered to be in good standing if his/her cumulative grade point average is 2.0 or higher. A student is placed on academic warning or probation based upon the following credit and grade point average (GPA) ranges:

Cumulative GPA Divisor Hours	Warning GPA	Probation GPA
1 to 15	0.0 to 1.99	- - -
16 to 30	1.4 to 1.99	0.00 to 1.39
31 to 45	1.6 to 1.99	0.00 to 1.59
46 to 59	1.8 to 1.99	0.00 to 1.79
60+	1.9 to 1.99	0.00 to 1.89

Revised March 16, 2021

Students on warning are no longer in good academic standing. Students may remain on warning in succeeding semesters and are alerted that they must improve their GPA to meet graduation requirements.

Students are placed on probation if their term GPA and cumulative GPA are both below a 2.0. Students may remain on probation provided they earn a minimum of 2.0 Term GPA each succeeding term of attendance until a status of warning or good standing is achieved.

Dismissal occurs when a student who is on probation fails to earn a 2.0 Term GPA or higher in his/her next semester of attendance.

Reinstatement to the College Following Academic Dismissal

Appeals: Students who have been academically dismissed from the College and want to immediately appeal their dismissal may submit their appeal request to the Academic Standing Review Committee.

Petitions: After one semester of separation, students can petition the Academic Standing Review Committee for reinstatement. Petitions must be received in the Office of the Vice President for Academic Affairs at least two weeks prior to the start of the expected semester of return.

Students reinstated following academic dismissal will be placed on academic probation and will need to earn a 2.0 Term GPA or higher in their next semester or risk being academically dismissed again.

Students who are denied reinstatement may reapply to the College prior to the start of the following semester.

Implementation Date: April 1, 2021

Proposed by: Student Affairs and Academic Affairs

Approved by the Board of Trustees:

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

Exhibit 4.1

ARTS AND SCIENCES TRANSFER DEGREE
Science (Area of Concentration) – M504
Associate of Science Degree (AS)

CATALOG DESCRIPTION OF PROGRAM:
The Associate of Science degree with Science Option prepares students to transfer into bachelor degree programs in science in a four-year college or university. This degree is the first step toward readiness to pursue high demand careers in STEM (Science Technology, Engineering, and Mathematics.

COURSE	CURRENT SEQUENCE	CREDITS	PREREQUISITES	SEMESTER	GRADE
1st Semester					
PRE 100	Preparation for Academic Achievement	1	None		
CLT 100	Computer Literacy	2	None		
CHE 101	General Chemistry I	4	MAT 82 or MAT 92 and ENG 82 or RENG 92		
MAT 128	Pre-Calculus I	4	MAT 82 or MAT 92 and ENG 82 or RENG 92		
BIO 102	Principles of Biology	4	MAT 81 or MAT 92 and ENG 82 or RENG 92		
	Semester Credits	**15**			
2nd Semester					
ENG 101	English Writing	3	ENG 82 or RENG 92		
MAT 129	Pre-Calculus II	4	MAT 128		
CHE 102	General Chemistry II	4	CHE 101		
SP 101	Fundamentals of Speech Communication	3	ENG 82 or RENG 92		
HLF-Elective	Health and Life Fitness	1	None		
	Semester Credits	**15**			
3rd Semester					
CHE 213/BIO 202	Organic Chemistry I/A&P II	4	CHE 101/BIO 101 or BIO 102		
PSY 101	Introductory Psychology	3	ENG 82 or RENG 92		
BIO 212*/MAT 140	Microbiology/Calculus I	4	6-8 credits in biology and/or chemistry; MAT 129		
PHY 101*	Physics I	4	MAT 127 or MAT 128; ENG 82 or RENG 92		
	Semester Credits	**15**			
4th Semester					
CHE 214/BIO 203	Organic Chemistry II/A&P II	4	CHE 213/BIO 202		
SOC 101	Sociology	3	ENG 82 or RENG 92		
HLF-Elective	Health and Life Fitness	1	None		
SCIENCE-Elective	Any Science Course that wasn't previously taken	4	Depends on course chosen		
AH-Elective	Gen. Ed. Requirement: Arts & Humanities	3	Depends on course chosen		
	Semester Credits	**15**			
	PROGRAM TOTAL	**60**			

Advisor Signature: _____ **Date:** _____

Student Signature: _____ **Date:** _____

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MAT 128	Pre-Calculus I	4	MAT 82 or MAT 92 and ENG 82 or RENG 92		
BIO 102	Principles of Biology	4	MAT 81 or MAT 92 and ENG 82 or RENG 92		
	Semester Credits	**15**			
2nd Semester					
ENG 101	English Writing	3	ENG 82 or RENG 92		
MAT 129	Pre-Calculus II	4	MAT 128		
CHE 102	General Chemistry II	4	CHE 101		
SP 101	Fundamentals of Speech Communication	3	ENG 82 or RENG 92		
HLF-Elective	Health and Life Fitness	1	None		
	Semester Credits	**15**			
3rd Semester					
CHE 213/BIO 202	Organic Chemistry I/A&P II	4	CHE 101/BIO 101 or BIO 102		
PSY 101	Introductory Psychology	3	ENG 82 or RENG 92		
BIO 212*/MAT 140	Microbiology/Calculus I	4	6-8 credits in biology and/or chemistry; MAT 129		
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	Semester Credits	**15**			
	PROGRAM TOTAL	**60**			

Advisor Signature: _____   Date: _____

Student Signature: _____   Date: _____

Exhibit 5.1

BCCC
BALTIMORE CITY
COMMUNITY COLLEGE

2021 Performance Accountability Report

The Performance Accountability Report (PAR) is an annual requirement of the Maryland Higher Education Commission (MHEC) for all Maryland public colleges and universities. The PAR operates on a five-year cycle and 2021 marks the beginning of a new cycle. At the beginning of each cycle, institutions must establish five-year benchmarks for a series of indicators established by MHEC. The benchmarks are based on four years of trend data (that each institution must provide) which are presented and developed at work sessions conducted by the Director of Institutional Research with teams from each of the College's Cabinet areas. There are 28 performance indicators, and many are broken down further into sub-groups. The indicators are organized by the three goals of the *2017-2021 State Plan for Postsecondary Education: Student Success with Less Debt* which are Access, Success, and Innovation. Additionally, 11 required student characteristics are included to clarify institutional missions and provide context when reviewing the indicators. Each year of the cycle, colleges must update the trend data for the characteristics and indicators with the most recent year's information.

In addition to the indicators and benchmarks, narrative sections are required related to Institutional Assessment and Community Outreach and Impact. The Institutional Assessment section is the key to explaining what the College is doing to address its performance in the areas measured by the indicators in keeping with the goals of the State Plan. New, current, and planned initiatives are discussed as well as external and internal factors. The activities and initiatives Baltimore City Community College (BCCC) has underway are equally, if not more, important as whatever progress is shown via the indicators. The Community Outreach and Impact section provides a valuable opportunity for the College to discuss the various activities, particularly in consideration of the COVID-19 pandemic, has conducted to serve its community. Page limits are set forth by the MHEC guidelines and are adhered to in the Report.

The indicators and benchmarks make up the heart of the PAR, which has important internal and external uses. Internally it helps drive our strategic planning assessment processes and Managing for Results (MFR) submission. Externally, it is a significant MHEC requirement that is compiled into a statewide submission to the Governor's office and, ultimately, can be included in the information utilized in the budget process at the State level.

The College's progress in meeting our benchmarks is monitored carefully. If BCCC does not make satisfactory progress at any point in the cycle, the Secretary of Higher Education may require a response detailing specific activities designed to improve BCCC's progress in meeting its goals. Thus, a proactive and comprehensive Institutional Assessment section is critical. This year, MHEC has posed questions related to the College's responses to the COVID-19 pandemic; BCCC's responses are included at the end of our Institutional Assessment section, as per MHEC's guidelines. BCCC's PAR submissions have been received well in prior years and the same is expected this year.

MHEC requires that each institution's governing board approve their PAR. The 2021 PAR must be submitted to MHEC by October 1, 2021.

BALTIMORE CITY COMMUNITY COLLEGE
2021 PERFORMANCE ACCOUNTABILITY REPORT (NARRATIVE –9 PAGES MAX)

I. MISSION

Baltimore City Community College provides quality, affordable, and accessible education meeting the professional and personal goals of a diverse population, changing lives, and building communities.

II. INSTITUTIONAL ASSESSMENT

State Plan Goal 1. Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

Baltimore City Community College's (BCCC) annual unduplicated credit headcount increased by 4.9% to 7,025 in FY 2020 (Indicator 1b); this measure was not impacted by the COVID-19 pandemic as the timing occurred after the spring 2020 semester was already underway for two months. However, as experienced by 15 of the 16 Maryland community colleges, BCCC fall 2020 credit enrollment decreased (Characteristic A) which is reflected in the College's fall 2020 market shares of first-time, full-time freshmen and part-time undergraduates (Indicators 2 and 3). While the number declined, the proportion of part-time students increased slightly to 71.8% in fall 2020 (Characteristic A). The characteristics and personal responsibilities of the majority of BCCC's students make full-time enrollment challenging: 52.5% of credit students are 25 years of age or older and 44.4% are employed at least 20 hours per week (Characteristics F and G). The College continued to expand its course offerings and modalities which included more sessions within the fall and spring semesters. In fall 2020, BCCC introduced 14-week and 10-week sessions and continued its 12-week and two 8-week accelerated sessions. As reflected in the credit student enrollment in distance education, BCCC had a stable proportion of students enrolled in distance education prior to the pandemic (Characteristic I). When the College transitioned to the remote learning environment, thoughtful consideration was given to creating a balance of asynchronous and synchronous sections.

The market share of recent, college-bound high school graduates decreased slightly, by 23 students, to 36.6%, but remained well above the fall 2016 and fall 2017 market shares (Indicator 4) largely due to the continuation of the Mayor's Scholars Program (MSP), a partnership between BCCC, Baltimore City Mayor's Office, and Baltimore City Public Schools (BCPS) (Indicator 4). Through this last-dollar scholarship program, recent high school graduates who are City residents may complete an Associate Degree, Certificate, or workforce development program with tuition and fees covered. Over 300 MSP students participated in the 2018 summer bridge program and over 400 participated in the 2019 summer bridge program. In summer 2020, BCCC developed a virtual summer bridge program to welcome the third cohort of over 200 MSP participants which was continued and enhanced to welcome the fourth cohort of over 200 participants. A new Director of MSP/Associate Director of Admissions was appointed in summer 2021. Moving forward, recruitment efforts will include increased high school visits,

college fairs, subject- and program-specific classroom visits, information sessions, counselor activities, and peer recruitment. The focus on MSP participants' retention will refresh initiatives including greater faculty engagement, study hall, academic warning campaign, end-of-year celebration initiatives, and greater participant engagement in student organizations. The number of dual enrolled high school students increased to 442 for fall 2020 (Indicator 5), despite the decline in overall enrollment. In partnership with the Baltimore City Public School System (BCPSS), the College has taken several steps to support student success and increase enrollment in P-TECH at each school (Carver Vocational Technical, Paul Laurence Dunbar High Schools, and New Era Academy). In the past year, three new career pathway options were added so participants have a choice of nine degree programs. The College hosts three P-TECH orientation sessions each summer with additional sessions for parents to ensure that all students and parents understand program expectations. A BCCC P-TECH liaison works with all students to facilitate College processes and scheduling in addition to monitoring students' progress. The liaison coordinates the following to meet the academic, social, and emotional needs of these young students: career pathway program information sessions, Student Support & Wellness Services Center support, and tutoring services. In 2021, three P-TECH students graduated from BCCC and high school at the same time. Two students graduated with an associate degree in Cyber Security and Assurance, including the BCCC Valedictorian, who had a summer internship with IBM and is transferred to Bowie State University.

Due to the transition to a remote learning environment, enrollments in credit online courses increased to 9,152 in FY 2020 (Indicator 6a) enrollment in hybrid sections remained stable at 1,211 enrollments. Continuing education online course enrollments fell sharply in FY2020 due to the end of a partnership with a vendor for online classes for Veteran spouses (MyCAA) (Indicator 6b). Prior to COVID-19, the focus was on further developing computing access and skills with the intent to grow enrollment in online courses.

Low incomes and extensive personal and job responsibilities are characteristic of most BCCC students, making affordability a key issue; the proportion of credit students receiving financial aid increased to 49.7% in part due to CARES Act funding (Characteristic E). Spring 2020 CCSSE respondents reported that 46.9%% use their own income/savings as a major or minor source for paying their tuition and 46.6% reported that the lack of finances is likely to be what would cause them to withdraw from class or college. As noted in the College's mission, BCCC is committed to providing quality, affordable, and accessible education to its diverse population. BCCC strives to keep tuition and fees at a fraction of those for Maryland public four-year institutions, at 36.8% in FY 2020 (Indicator 7). The elimination of the application fee and the flat rate tuition and fee schedule for students enrolled in 12 to 18 credits remained in place. Easing students' financial burdens is the primary reason BCCC continues to expand its use of OERs. Students enrolled in summer 2020 and 2021 sessions were provided textbooks at no expense to them and in fall 2020 and spring 2021, textbooks were shipped at no charge to the students.

BCCC's unduplicated headcount in continuing education decreased to 4,193 in FY 2020 (Indicator 1c.) largely due to the effects of the pandemic. The Workforce Development and Continuing Education (WDCE) Division remains committed to responding to the needs of the City's citizens and business community. Annual unduplicated headcount and annual course enrollments in continuing education community service and lifelong learning courses decreased

sharply in FY 2020 (Indicator 8). Community service offerings were primarily focused on senior citizens in recent years. With COVID-19 restrictions, enrollment of seniors and engagement with Senior Centers was quite limited. When BCCC returns to an in-person learning environment, outreach and partnerships with City's senior centers will return.

The unduplicated annual headcount and annual course enrollments in continuing education basic skills and literacy courses fell in FY 2020 to 2,981 and 5,572, respectively (Indicator 9). As in-person classes resume on campus and in the community, BCCC anticipates a return to pre-pandemic enrollments. Ongoing grant funding will allow for increases of 10% per year in Adult Basic Education (ABE) and English for Speakers of Other Languages (ESOL) classes at no charge to the students. WDCE offers five levels of instruction for ABE and ESOL (Literacy to Pre-GED) and classes are offered year-round starting each month. With the transition to remote learning, a laptop-loaner program was implemented; expanded online tools and instructional resources were made available at no cost to students including GED Academy, Khan Academy and NewsELA; and one-on-one testing and student support was provided to ensure access to classes and transition onto advanced level classes and workforce training programs. Graduates of the ABE program (GED recipients) are encouraged to continue their academic careers at BCCC through an annual GED Scholarship program. The annual unduplicated headcount in ESOL courses decreased to 1,547 (Characteristic D) which reflects the continued refugee resettlement declines in the City, State, and nation. The proportion of BCCC's ABE and ESOL students achieving at least one educational functional level declined in FY 2019 and FY 2020. BCCC received MORA grants to support the Refugee Assistance Program and Service to Older Refugees program which support refugees' and asylees' access to English Language and Citizenship classes. Support to ABE students has increased via expanded hours, coaching prospective students, and more preparation for initial test-taking (i.e., digital literacy courses).

The percentage of minority student enrollment at BCCC has always exceeded the corresponding percentage in its service area; 92.7% of fall 2020 credit students and 97.4% of FY 2020 continuing education students were minorities compared to 70.5% of the City's population age 15 or over (Indicator 11). In fall 2020, 77.1% of full-time faculty and 75.3% of full-time administrative/professional staff were minorities (Indicators 12 and 13). The Human Resources Office continues to leverage a variety of methods to attract diverse and qualified candidates. Positions are routinely posted on the BCCC website, Indeed.com, HigherEdJobs.com, LinkedIn, InsideHigherEd.com, AcademicCareers.com, DiversityJobs.com, MarylandDiversity.com, Chronicle Vitae, Higher Education Recruitment Consortium, Glassdoor.com, and The Chronicle of Higher Education. Positions requiring specialized skills may solicit a more focused recruiting approach with niche websites including the Society for Human Resource Management, College & University Professional Association for Human Resources, Dice, Idealist Careers, Chesapeake Human Resources Association, CareerBuilder, American Association of Community Colleges, and International Facility Management Association. The remote environment facilitated the College's move toward virtual recruiting processes and job fairs. The virtual environment coupled with the high unemployment rate afforded the College a larger pool of applicants.

State Plan Goal 2. Success: Promote and implement practices and policies that will ensure student success.

BCCC is currently in the process of revising the College's "Strategic Plan." The Board of Trustees approved the current goals and objectives in April 2018 and the College has been legislatively mandated to "review, and if necessary, revise the BCCC Strategic Plan". The current Plan is actually a broad "Framework" and requires more work to transform it into a comprehensive Plan for 2021 - 2024. The Framework is serving as a foundation from which the comprehensive plan will be created to include measurable outcomes. In April 2021, the College conducted its Strategic Planning Kick-Off with 210 faculty and staff in attendance. Keeling & Associates, a higher education consulting firm, has been facilitating the Plan development activities. Throughout the spring and summer 2021, Keeling & Associates have conducted information gathering interviews with various stakeholder groups. The initial sessions were held with the executive, senior and mid-level leadership teams to ensure the necessary infrastructure; additional sessions for Cabinet members were held to develop a stronger culture of accountability. Sessions were conducted with faculty, staff from all College divisions, the Board of Trustees, students, and business community representatives.

The context for the Plan discussions included a review of observations and emerging themes from the planning process; internal and external factors that have strategic and practical significance in shaping the College's priorities for the planning period; and articulation of arears in which aspirational growth is possible as well as those in which excellence may not be sustainable. Keeling & Associates facilitated conversations to explore how BCCC might reimagine credit and non-credit programs to be more responsive to the needs of the workforce, the city of Baltimore, and the interests and intentions of prospective students and their communities; become more student-centered through its programs and services, and in the ways in which students navigate from enrollment and matriculation to completion and career; and become the employer of choice, transform institutional culture, and reward and celebrate areas of excellence. The following primary themes emerged from the interview sessions.

- Modernize programs; build links between credit and workforce development, enhance faculty and industry partnerships; develop in areas of growth and innovation, and shape the curriculum to respond to student interests and workforce needs.
- Put students first; enhance the student experience through seamless customer service and improved technology, build affinity and pride; reach a sustainable enrollment and improve retention; stay affordable while becoming more efficient.
- Build and invest in partnerships, relationships with industry and City schools; strengthen connections with the City of Baltimore; get external perspectives and bolster brand, identity, and reputation
- Become the employer of choice; recruit, develop, retain, and celebrate employees who are student-centered and committed.
- Restore and steward facilities and infrastructure.

The "Strategic Planning Sessions" will continue in September and October 2021 where an expanded group of faculty and staff will help to reach consensus about the College's strategic priorities, goals, and objectives for the Plan period. A final Plan is scheduled to be presented to the BCCC Board of Trustees for approval in November 2021.

BCCC's fall-to-fall retention rate increased slightly for Pell grant recipients and college-ready students but fell for the fall 2019 cohorts of developmental students leading to a decline in the overall rate (Indicator 14). The four-year developmental completer rate increased for the fall 2016 cohort to 36.4% (Indicator 15). In summer 2020, BCCC began utilizing multiple measures to a greater extent to assess and place students into developmental or college-level math and English/reading coursework and changed its academic standing policy to add an additional level of "probation" to allow students extra time to return to good academic standing after being placed on "warning.". The Math department focused on providing support to instructors for the remote learning environment which continued in fall 2021. Every weekly department meeting includes "Each One, Teach One" sessions where faculty share best practices for successful techniques and technologies; sessions are recorded to share with all faculty. One-on-one Zoom training sessions are offered for any faculty needing assistance. The use of Open Educational Resources (OERs) continued in MAT 92 (Intermediate Algebra), MAT 128 (Pre-Calculus I) and MAT 129 (Trigonometry Pre-Calculus II), including sections designated for dual-enrolled students. MAT 92 and MAT 128 saw improvements in course pass rates in spring 2021.

While the proportion of credit students receiving Pell grants in FY 2020 decreased slightly to 37.2%, the number of students increased by 40 (Characteristic E), the fall-to-fall retention rate for the 2019 cohort of Pell grant recipients increased slightly to 35.0%. The proportion of credit students receiving any form of financial assistance increased to 49.7%, representing an increase of 245 students, largely due to Coronavirus Aid, Relief, and Economic Security (CARES) Act Higher Education Emergency Relief Fund disbursements. BCCC is committed to student success by allocating as much of its resources as possible to instruction, academic support, and student services (Characteristic K). The percentages of expenditures spent for instruction, academic support and student services all increased in FY 2020. The dollars spent for instruction, academic and student services continue to emphasize the commitment by the College to its students.

The Student Support and Wellness Services Center (SSWSC) recognized the students' needs for extra support and implemented new virtual workshops to help them manage the challenges of school and life through electronic devices during the last year. Such workshops included Social Media Diet, Video Games and the Brain, and Living in a Virtual Environment. In partnership with the House of Ruth, the "Dynamics of Intermate Partner Violence" was held in fall 2020 and in spring 2021 the One Love organization helped to support a workshop on health relationships.

BCCC's overall successful-persister rate for all students in the fall 2016 cohort increased slightly to 57.7% and the developmental completers' rate increased to 77.6%, remaining nearly triple that of the developmental non-completers (Indicator 16). The successful-persister rate for African American students remained stable at 54.3% for the fall 2016 cohort (Indicator 17a). The overall four-year graduation-transfer rate increased for the fall 2016 cohort to 46.5% and to 51.7% for the developmental completers (Indicator 18). The graduation-transfer rate for African American students increased to 43.6% for the fall 2016 cohort at 39.3% (Indicator 19b). Increases in the

developmental completion rate impact nearly all other outcome measures. The need for remediation has decreased but increasing completion of developmental coursework remains a priority. The streamlined levels of developmental courses in math and reading/English have made a positive impact. BCCC continues its work to expand support services, offer creative scheduling options, increase financial aid literacy and access, and increase staff training. Student success remains BCCC's number one strategic goal.

The College's federally funded Student Support Services/Students Taking Action in Reaching Success (TRIO/SSS-STAIRS) program is designed to increase the retention, graduation, and transfer rates of up to 230 participants who meet low-income, first-generation, and disability federal guidelines. For over 30 years, the program has provided services to enhance participants' academic, personal, social, financial literacy, and career skills. BCCC's TRIO/SSS-STAIRS grant was renewed by the U.S. Department of Education in September 2020 for the 2020 – 2025 grant cycle. The program utilizes a variety of holistic services to enhance the development of non-cognitive and academic skills. Strength-based and proactive academic advising serves as a framework for the program design and increases participants' awareness of their strengths, fosters supportive relationships, expands engagement opportunities, and boosts motivation. In AY 2020-21, the program enrolled 63 new participants and served 201 students. The program hosted year-round virtual activities to create a sense of belonging despite the remote learning environment. Activities included a welcome back event and workshops that covered topics including overcoming math anxiety, test-taking skills, and 'Chit Chat' sessions. To increase participants' knowledge of financial aid, the 'Cash for College' workshop reviewed the various types of financial aid and empowered participants to create a plan of action to seek additional funding to cover the rising costs of college. The TRIO/SSS Canvas course was redesigned to engage participants via eight self-paced modules that contain interactive learning activities and resources. The new Peer Mentoring and Leadership Development program involves connecting participants with peer mentors who will serve as role models to encourage student engagement and assist with navigating College resources. Participants are eligible to apply for the program's book award scholarships in the fall and spring semesters on a first-come, first-served basis. In AY 2020-21, 36 participants received book awards. The program works with BCCC campus partners to offer a wide range of services to support academic success and completion. In May 2021, 37 participants graduated with associate degrees, nine graduated with certificates, and seven reported plans to transfer to senior institutions in fall 2021. The annual Recognition Day was held virtually in May 2021 to honor graduates and students' academic achievements.

Due to the transition to remote learning in the middle of the spring 2020 semester, more grades of "Incomplete" were issued. This was of particular concern for students in the Nursing and Health Professions programs as many clinical and lab sections and experiences were cancelled for safety reasons. Because of these factors, the total number of degrees and certificates awarded fell to 544 in FY 2020 and the number of graduates fell to 484 (Indicator 20). However, in FY 2021, the number of degrees and certificates awarded increased to 581 and the number of graduates increased to 520.The performance of BCCC transfer students at senior institutions increased in AY 2109-20. The percentage of students with a cumulative GPA of 2.0 or above after the first year increased from 81.6% to 87.8% (Indicator 21).

State Plan Goal 3. Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.

As noted, in spring 2020 students who were in their final semester of Nursing and Health Professions (NHP) programs were not able to complete all their clinical and lab instruction; this led to declines in the number of graduates eligible to take the respective licensing exams. Overall, licensure examination pass rates remained high with both Physical Therapy Assistant and Respiratory Care graduates' rates increasing to 100% in FY 2020 (Indicator 23). The Dental Hygiene graduates' pass rate increased to 93.8%. The Nursing pass rate fell slightly to 77.1% and the Licensed Practical Nursing graduates' rate decreased to 80.0%. To facilitate the acquisition of knowledge, theories, principles, and practices of each discipline, program faculty provided tutoring sessions as well as examination review sessions in every course. To promote acceptable course pass rates, Nursing and Practical Nursing programs have instituted a mandatory tutoring policy. To better prepare graduates for the licensing examination pass rates, BCCC provides a review course, at no cost to the graduates, in each NHP program to reinforce critical concepts and principles. The Natural and Physical Sciences department serves a number of students who enroll in NHP programs; the faculty are committed to preparing students to be successful in these and other science programs. In spring 2020, full-time and adjunct faculty were required to complete a 20-hour online course on virtual/online teaching pedagogy provided by the E-Learning department. Key faculty served as resources to assist other faculty needing help with virtual teaching. Biology and Chemistry faculty curated and adapted lab experiments from the existing lab manual and OER sites to have students perform some lab experiments using materials found at home. Students recorded short videos of themselves conducting these home experiments which they uploaded to their Canvas courses as part of lab reports. Students' performance and feedback showed that they benefited from these home-adapted experiments. Science faculty were added to tutor shells with Zoom links for one-on-one sessions with students in their respective course areas to ensure more available times. High-enrolled General Biology courses, with over 900 seats in 2020 (494 in BIO 101 and 435 in BIO 102) had course content completely sourced and curated from OER sites with assistance from the Maryland Open-Source Textbook grant, saving students an average of $120. Course facilitators in General Biology, Anatomy and Physiology, and Microbiology assisted in creating blueprint shells in Canvas to standardize courses' general instruction guides, content, and assessment tools.

The proportion of graduates employed within one of year of graduation increased to 80.8% for the FY 2019 graduates and the median annualized income of career program graduates three years after graduation increased from $37,944 for the FY 2014 graduates to $46,804 for the FY 2016 graduates (Indicators 24 and 25). The slight decline to $45,420 for the FY 2017 graduates may be due to the increases in layoffs and reductions in hours for many due to the pandemic. The annual unduplicated headcount and annual course enrollments in workforce development decreased in FY 2020 (Indicator 26). The annual unduplicated headcount and annual course enrollments in Continuing Professional Education leading to government or industry-required certification or licensure decreased (Indicator 27). The unduplicated headcount and annual course enrollments in contract training decreased (Indicator 28). While COVID-19 presented challenges in FY 2020, BCCC plans to increase access to workforce training programs. The College has expanded funding options for eligible students through a series of new grants and scholarships. In the past year, COVID-related relief funding has been utilized to support those

negatively impacted by the pandemic to retrain and find new employment. Further enhancements include developing new programs and courses for in-demand occupations such as Certified Community Health Worker (CHW). The Maryland Department of Health (MDH) gave approval for the BCCC Certified CHW. As a result, students completing the program will be eligible for certification from MDH. This is only one of seven accredited programs in Maryland and the only program in the Baltimore region. The College has contracted with the Department of Homeland Services, Baltimore City Department of Social Services, and Mayor's Office of Economic Development to provide workforce training thereby expanding access to education and training for Baltimore residents placing them on a career pathway. Non-credit to credit courses and programs are being aligned for credit articulations in specific career pathways. For example, graduates of the Baltimore Police Academy earn up to 39 credits toward their associate degree in Criminal Justice. Similarly, completers of the workforce Emergency Medical Technicians (EMT-B) training program earn nine credits toward their associate degree.

COVID Institutional Response
What are three COVID-related initiatives/programs your institution implemented that your institution will be adopting permanently?

1) **Changes in Distance Education -** Prior to the pandemic, all distance education sections were conducted asynchronously. When the transition to a remote learning environment occurred, the E-Learning department coordinated a massive training effort for faculty which continued throughout the last year. Best practices for online instruction via Canvas were shared utilizing the Kaleidoscope: Online Leaning and Teaching course. E-Learning certified over 100 faculty members. E-Learning's technical support to students and faculty expanded. Over 2,000 students each semester received assistance and over 180 faculty received training throughout the year on low- or no-cost technologies to enhance remote instruction. Expanded orientations for faculty and students for Canvas and Zoom use were included in virtual new student orientations, faculty academy sessions, and special sessions for students and faculty who are part of the dual-enrollment, P-TECH, and Mayor's Scholars Program populations. Virtual tutoring was implemented and expanded; in fall 2020, four tutors were added to support writing, math, and chemistry. Greater utilization of Canvas tutoring course shells for synchronous and asynchronous engagement generated more student traffic to tutoring sessions and other tutoring resources hosted in Canvas. Embedded tutors became more broadly utilized in courses where they hadn't been before such as sociology, history, and psychology. These efforts are expected to continue even as the College transitions to a return to a more campus-based environment.

2) **Support Services Options -** Prior to the pandemic, many support services were offered only in person or via telephone. With the transition to remote learning, providing remote support services became a necessity. The Virtual Help Desk was implemented to serve as a high touchpoint platform offering new and returning students an opportunity to engage directly with advisors for immediate support services. The collaboration of student services areas (Admission, Financial Aid, Advising, Student Accounting and Registrar) in supporting the Virtual Help Desk (VHD) enables students to receive a continuum of services that support enrollment, academic, and financial needs. To enhance support for all advisors and for students who may be self-registering, the Student Success Center (SSC) collaborated with the Enrollment Management

team to create customized course schedule templates based on students' major, schedule preferences, and previous courses or placement assessments. The SSC implemented virtual advising services through the VHD, emails, and phone calls; students can receive virtual individualized and/or group advising sessions. The Student Support and Wellness Services Center held virtual weekly mental heath events during AY 2020-21 which had better attendance than the bi-monthly events which were previously held on campus. Students have been seeking counseling appointments via Zoom or phone to a great extent. The Disability Support Services Center implemented virtual processes including intake sessions and documentation submission, drop-in office hours, and an interactive PowerPoint presentation about seeking accommodative services in the virtual environment. In addition to the existing 24-hour access to online resources, the library implemented LibAnswers/LibChats in summer 2020 to enable students to ask librarians for help with finding resources needed for assignments. Many of these initiatives are expected to continue as the College transitions to a return to a more campus-based environment.

3) **Student and Staff Activities Venues -** Through programming with Student Government Association and student organizations, staff have been able to program activities for students virtually to enhance the student experience. A selection of virtual programming will remain in place. One such event that the office will host in both in person and virtual formats is the Clubs and Organizations, and Campus Departments Resource Fair. It is important for students to know how they can get involved and what resources are available to them. This event had high attendance during "Welcome Weeks" in 2020 and 2021. "Welcome Weeks" for faculty and staff were conducted virtually for fall 2020, spring 2020, and fall 2021. The use of Zoom permitted more break-out sessions and greater capacities for various presentations without the worry of physical space. It is anticipated that these virtual sessions will continue to some extent as the College transitions to a return to a more campus-based environment.

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 brought unprecedented challenges for the College community to which BCCC joined with partners to spring into action to support its neighbors. BCCC's Liberty Campus resides in Baltimore City in zip code 21215; the City has remained in the top five Maryland jurisdictions in terms of reported cases of COVID-19 and 21215 has remained one of the highest zip codes in the State and among the lowest in terms of vaccinations. In partnership with CVS, the College served as a host site for community COVID-19 testing. BCCC expanded the partnership with CVS and the Baltimore City Department of Health to serve as a host site for COVID-19 vaccinations. Food insecurity became more of a concern for the City during the pandemic. Therefore, the College joined forces with federal and local community kitchens and World Central Kitchen to provide free meals to local residents. In summer 2021, BCCC staff helped distribute 150 meals per day, five days a week to City youth and families.

BCCC's main campus served as a site for voter registration and as an early and General Election voting center. From October 26 – November 3, the Physical Education Center at the Liberty Campus served as a polling location for City residents. In spring and summer 2021, the West Pavilion served as a training location for the Baltimore City Police Department's SWAT Team. The Student Support and Wellness Services Center (SSWSC) continued its partnership with the National Alliance on Mental Illness (NAMI) Baltimore to support the "I Will Listen Week" focused on increasing awareness of mental illness and reducing stigma. NAMI supported BCCC's daily activities to serve the community which included a virtual version of "I Will Listen Week" that was shared on BCCC's social media. In fall 2020, SSWSC held a virtual City-wide "Holiday Blues" event focused on developing coping skills for the negative effect that winter and the holidays can have on one's mood.

Exhibit 6.1

Policy No: ___

Title of Policy: POLICY ON SECONDARY EMPLOYMENT AND PROFESSIONAL COMMITMENT OF FACULTY AND STAFF

Policy (check one): New X____   Revised ___   Reformatted _____

Applies to (check all that apply):

Faculty__X__   Staff__X__   Students____

Division/Department_____   College X

Topic/Issue:

This policy applies to all full-time BCCC faculty and staff members (employees who work or are contracted to work at least 30 hours per week). Recognizing the need for balance among personal and institutional missions and goals, this policy establishes broad guidelines for avoiding conflicts of commitment. A conflict of commitment situation arises when outside activities substantially interfere with the person's obligation to students, colleagues, or the institution.

Background to Issue/Rationale for Policy:

By accepting an appointment to or employment at BCCC, faculty and staff members make a major professional commitment to the institution, its students, and the State of Maryland. Maryland law encourages higher education institutions to promote economic development in the State and to increase their financial resources through arrangements with the private and nonprofit sectors. The purpose of this policy is to ensure that a separate professional commitment or secondary employment does not have an adverse effect on the employee's commitment to the College and does not create a conflict of commitment with State employment duties and responsibilities.

State/Federal Regulatory Requirements:

 Code of Maryland Regulations (COMAR), Chapter 17.04.03.15

Policy Language:

Baltimore City Community College complies with the Code of Maryland Regulations, Chapter 17.04.03.15. College employees may engage in limited self-employment or employment for remuneration inside or outside of BCCC provided that such activities on the part of the employee do not interfere with the employee's primary duties at

BCCC and are not a conflict of interest with state employment responsibilities. "Secondary employment" refers to any remunerative activity to which the employee is expected to devote any amount of time on a continuing or recurring basis, no matter when that time occurs or how income from the activity is reported for tax purposes. (So, for example, receipt of an honorarium for a one-time engagement is not "secondary employment" under this policy, but consulting, speaking, editing or operating a business on an ongoing basis is.) Secondary employment must be reported to the Office of Human Resources on the Secondary Employment Certification Form for each condition of employment and must be approved by the employee's supervisor, his or her President's Cabinet Staff member and the president of BCCC upon hiring by BCCC or prior to the employee making a secondary employment commitment.

BCCC employees may not use the physical resources of the College in connection with their secondary employment unless their secondary employer is also BCCC.

BCCC employees may not convey endorsement by the College of the recommendations or results from their secondary consulting or professional services.

Employees who violate this policy will be subject to disciplinary action up to and including termination of employment, suspension, expulsions and/or termination.

Implementation Date: Upon Board of Trustees Approval

Proposed by: Office of Human Resources

Approved by the Board of Trustees:

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

mission
Vision
VALUES

"OUR VISION"

Baltimore City Community College provides **quality, affordable, and accessible education** meeting the professional & personal goals of a diverse population, <u>changing lives, & building communities</u>.

"OUR MISSION"

Baltimore City Community College is an **innovator** in providing **quality career pathways & educational opportunities** for a diverse population of learners to exceed the challenges of an ever-changing competitive workforce & environment.

"OUR CORE VALUES"

INTEGRITY

Unwavering adherence to a strict moral & 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 & lifestyles.

TEACHING

Impacting knowledge skills, & values that are essential to the success of the individual and growth of the community.

"OUR CORE VALUES"

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, & inspiring individuals to be leaders in their own sphere.

PROFESSIONALISM
Adhering to the highest standard of customer service.

"Our Center"

First Students
First
Students
Students
First
First Students
First
Students
Firs

Realignment Task #12

Legislative Mandate

"The Board of Trustees shall review, and if necessary, revise the BCCC strategic plan."

strategic
planning
MASTER

Strategic Plan 2018-2022

GOAL 1:
Student Success

"Providing equitable access to a learning environment that supports a diverse population of learners & promotes student goal attainment."

Strategic Plan 2018-2022

GOAL 2:
Community
Engagement

"Implement a comprehensive approach to engage current & future students, alumni, & the community."

Strategic Plan 2018-2022

GOAL 3: Institutional Framework

"Optimize resources to effectively & efficiently support existing & emerging initiatives."

Master Plans & Accreditation

Institutional Alignment

➢ Academic Master Plan (2014 - 2017)

➢ Enrollment Master Plan (2017 - 2018)

➢ Technology Master Plan (2013 - 2018)

➢ Facility Master Plan (2019 -)

➢ Middle State Reaffirmation (2023-2024)

➢ Financial Master Plan

Strategic Planning

Campus Launch Meeting

April 9, 2021

Richard P. Keeling, MD
Chairman & Senior Executive Consultant

Alex Vasquez, MS, PhD
Vice President for Consulting Services & Senior Consultant

Eric Narburgh, MA
Consultant

Rehshetta Wells, MS
Project Assistant

Keeling Associates
Change for Learning

Meet the Team

Richard P. Keeling, MD
Chairman and Senior Executive Consultant
Project Lead

Alex Vasquez, PhD
Vice President for Consulting Services
Senior Consultant

Melvyn Schiavelli, PhD
Senior Consultant

Eric Narburgh, MA
Consultant

Rehshetta Wells, MS
Project Assistant

About K&A

Focus

We work exclusively in higher education.

▶ *Change for learning*

▶ Improve outcomes for institutions and students

▶ Vision, strategy, quality, effectiveness, sustainability

Expertise

More than two decades' experience with > 350 institutions.

▶ Public and private not-for-profit colleges and universities

▶ Community colleges

▶ US and Canada

Core Values

Students first; equity, empathy, and value

We work to build good faith and strengthen community by prioritizing transparency, inclusion, equity, and social justice.

We are responsive and adaptable over time to ensure that the process leads to a powerful and practical plan.

Experience with Community Colleges

K&A knows the assets, importance, and value of community colleges—and their opportunities and challenges.
Recent projects with community colleges include:

▸ Northern Virginia Community College: strategic plan/implementation plan, faculty handbook, enrollment/retention, NOVA Online

▸ Rhodes State College: strategic/implementation plan

▸ Georgia State University/Georgia Perimeter College: merger preparation and implementation

▸ Malaspina University College (British Columbia): transition to Vancouver Island University

▸ Grand Rapids Community College: assessment, advising, student services

Legislative Mandates

▸ Alignment of courses to meet accreditation requirements and the needs of students and Baltimore (including workforce development and job placement)

▸ Improving student pathways and opportunities (including developing agreements with local schools, other colleges/universities, and employers)

▸ Improving institutional effectiveness and sustainability, including budget, reviews of positions, strengthening IT and infrastructure, marketing, and partnerships

▸ Preparing for capital planning, including developing underused or under-utilized real estate and influence regulations to support procurement and construction

These areas, and others, will inform questions and conversations about BCCC's direction and priorities in the new strategic plan and its implementation.

Strategic Planning During COVID-19

▶ The current COVID-19 pandemic creates a challenging context for higher education that makes strategic planning more important than ever:

- How will BCCC prepare for and respond to the future?

- How will it ensure its sustainability?

- How will today's crises help shape the BCCC of tomorrow?

▶ Implementation planning is where COVID-19 crisis/contingency planning will intersect with and inform the application of strategy.

- Strategy (principles, goals) forms the "bedrock" on which shorter term integrated contingency and implementation plans are created.

About the Process

▸ **K&A will assist the College in reviewing and expanding its strategic plan**, as informed by the firm's experience and knowledge of best practices in higher education—while also seeking to support engagement in and ownership of the final plan and its implementation

▸ **The process will be purposeful, engaging, inclusive, and balanced**; it should establish clear priorities for the College; motivate and inspire constituents; and integrate aspirations for the future with the fundamentals of administrative, educational, and fiscal feasibility, legislative mandates, and accreditation requirements

▸ The process will support efforts to strengthen campus community and improve organizational effectiveness and shared accountability, among other positive outcomes

Scope of Work and Project Activities

**Project Launch &
Information Gathering**
April—Mid-May 2021
Information Gathering
Videoconference Interviews:
President and Cabinet,
College Leaders and
Stakeholders, Faculty and
Students, Board of Trustees

Late May—June 2021:
Review of Findings, Analysis,
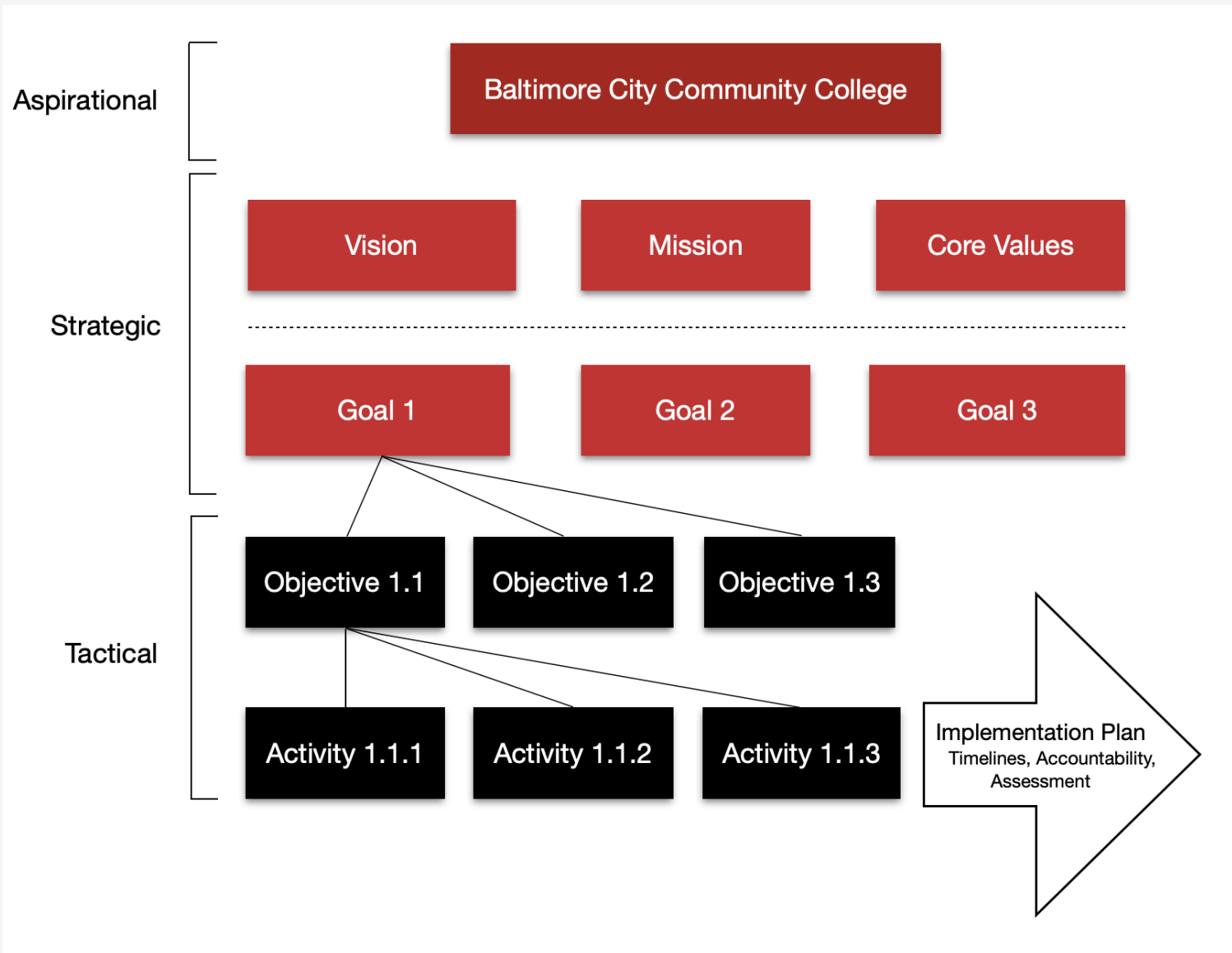and Planning Themes

Strategic Planning Session

July—August 2021:
Refinement of Draft Goals
and Objectives

Implementation Planning
Discussions

Final Strategic Plan

Final Project Outcomes

- A plan that is aligned with vision, mission, and core values
- Clearly defined aspirational goals supported by objectives and tactical action steps
- Supported by an implementation plan: assignments of accountability, resources required, assessment protocols, and timelines

Keeling & Associates
Change for Learning

Company Contact Information:

(212) 229-4750

www.keelingassociates.com

Project Contact Information:

Eric Narburgh, MA

enarburgh@keelingassociates.com

Exhibit 12.2

Baltimore City Community College | 1-BTC-202101

Keeling & Associates
Change for Learning

Guiding Questions

Strategic Planning

Keeling & Associates, LLC (K&A) is working with Baltimore City Community College (BCCC; the College) to assist, advance, and advise the College in reviewing and expanding its strategic plan. To support the planning process, K&A will conduct interviews with select stakeholder groups, including the president and her cabinet, campus leaders and stakeholders, faculty and students, and members of the board. K&A encourages participants to prepare for these interviews by reflecting upon the following questions:

▸ What are BCCC's greatest strengths and assets to preserve and build upon? What are the clearest or most pressing challenges the College must address?

▸ How might BCCC best align its programs, courses, and range of credentials to meet the needs of current and prospective students and potential employers in the city of Baltimore?

▸ How might BCCC improve or reimagine pathways for students to ensure equitable access and goal attainment, from enrollment to matriculation and from completion to career?

▸ What are the most important opportunities for change at BCCC in terms of its effectiveness and sustainability? In what ways, or in what areas, does the College need to make improvements in order to realize its goals for students, serve the city of Baltimore and its citizens, and accomplish legislative and accreditation mandates?

▸ How will the crises of today (the COVID-19 pandemic, social justice and equity, etc.) shape and inform the BCCC of the future?

▸ What should become true about BCCC over the coming three to five years that is not true today?

Exhibit 12.3

Baltimore City Community College | 1-BTC-202101

Keeling & Associates
Change for Learning

Findings and Themes

Strategic Planning

Keeling & Associates, LLC (K&A) is working with Baltimore City Community College (BCCC; the College) to assist, advance, and advise the College in reviewing and expanding its strategic plan. K&A convened multiple meetings with the cabinet, divisional leadership, and board members during May 2021, cumulatively 17 hours of interviews with dozens of participants. This document provides a summary of findings and themes from these discussions.

How might BCCC reimagine credit and non-credit programs to be more responsive to the needs of the workforce, the city of Baltimore, and the interests and intentions of students?

▸ **Identify areas in which to grow and expand; areas of need for the city and country.** Ideas discussed included the following:

- BCCC's cybersecurity program is in the top 20 (#7) among community colleges; maintain its status but add others to that list—which programs could BCCC develop to reach that level of recognition?

- Build on what the school is known for: nursing, health sciences (create a center of excellence for health sciences—which will require careful review and improvement)

- Medicinal chemistry linked to biotech; opportunity to connect with regional industry and research institutions

- Clean energy

- Water plant/wastewater operators, environmentalists—direct need in the community and a serious concern as existing staff retire; wastewater apprenticeship currently leads to certification, but could be scaled up and be better known

- Communications—social media, radio station; provide internships, connect to branding and marketing

- Hospitality; plant-based culinary program

- Certificate in social advocacy; intersection between government, non-profit, and other sectors

- Gaming

- Instructional technology skills; certifications or credentials in educational content delivery, how to prepare faculty and instructors

- Office administration program; new administrative support skill sets

▸ **Faculty development**—who does BCCC have who can teach in these emerging programs, and where does BCCC need to recruit?

▸ **Claim expertise in emerging areas**; "get ahead" of the challenges before other institutions (e.g., contact tracing, post-COVID work)

▸ **Integrate into industry for retraining and be a "service provider":** information technology certificate, scale up existing partnerships (take back BCCC's leadership in that area)

▸ **Imagine one college that is focused on student success, bridging connections between non-credit and credit programs (a "one BCCC model")**

- Transform the culture to reduce barriers and improve communication, become more inclusive and innovative, and concentrate on what works best for students and employers

- To help reduce silos, establish a vice president for learning, both credit and non-credit

▸ **Create areas of concentration** that make it easier for students to navigate pre-requisites, explore areas of interest, and identify alternative pathways

▸ **Broaden workforce advisory boards to represent the College, not just individual programs**; look at all programs, all sectors, and serve all students; opportunity to distinguish how BCCC does this compared to other institutions

- Is BCCC training students for current and future careers? Are there the right partnerships to ensure students get hired and have mobility upward?

- **Need to establish infrastructure and transform the culture to have an institutional advisory board**; better integration between general administration and program administration

▸ **Bring the community to BCCC; be the leaders in addressing social issues affecting the community**—events, media presence, "center of excellence for community outreach and community affairs"

- Have the community come to BCCC, as well—be a vehicle for educational entrepreneurship (e.g., food trucks, food service)

- What does BCCC create to improve quality of life for the community?

- Lean into technology; be part of the transformation of Baltimore into a "tech hub"
  - There are issues with technology in Baltimore City Public Schools; BCCC can help with solutions—which feeds into recruitment and relationships
  - P-tech programs
  - Coding, SwiftUI (Apple)
  - Training in new technology; identify niche areas of need where BCCC can claim expertise and "get ahead of the curve"
- *Suggestions from Dr. Keeling*:
  - Partner with an institution to offer a credential for taking a course (e.g., contact tracing at Johns Hopkins)
  - Pandemic preparedness; workforce and credit components
  - Training in digital competency; opportunity as bandwidth increases, and then how to prepare for a more digitally competent community and workforce (e.g., working with seniors)

How might BCCC become more student-centered—through its programs and services, and in the ways in which students navigate the College, from enrollment and retention to completion and life/career?

- Restructure advising; integrate student support services into the curriculum, wrap-around support; proactive retention model
  - Student success model that brings together retention and individual engagement with students, community, wellbeing, and sense of belonging; render services in an authentic way
  - Permit advising in departments once they have declared their majors
  - Better training for advisors and more assessment
  - Better utilize Early Alert
  - Goal Attainment Plan (GAP) system too ensure proper course sequencing
  - Begin building relationships with students before they come to campus
- Reimagine delivery of services to be more student-centered—advising, registration (not rely on old ways of doing); prioritize accountable customer service
  - More clearly define student-centeredness; how to respectfully say no—"not no, but now what?"—retain students' dignity while setting expectations and boundaries

- Ensure staff competency in all areas

- Respond to students' ability to navigate programs and resources

▸ **Maintain use of technology in supporting students**—virtual help desk, virtually embedded tutoring (more confidential, better access); where can students continue to be served remotely (transactional services), and where is in-person interaction vital (developmental support and advising)?

- Consider long-term opportunities for hybrid and remote learning

▸ **Significantly revamp the website**—make it more representational of BCCC, create empowering experiences for prospective and current students; viable area of improvement—create videos, include faculty voices

▸ **Listen to students; how can BCCC make things better?** Create student advisory panels or boards, focus groups and surveys; more outreach and relationship-building with students, opportunity for competitive advantage

- Better assess students' needs through existing and new programs, pre- and post-program surveys

- This is the implementation of a BCCC core value—put students first

- Gather perspectives from alumni, as well

▸ **Build lasting relationships with students**: create space for students to feel more comfortable to seek help, regardless of their program or interest; acknowledge importance of first impressions with students—always connect

▸ **Develop innovative mentoring programs**; mentors from both within and beyond BCCC, peer-to-peer or "buddy" programs so that students can help one another navigate the College

▸ **Students as part of BCCC operations**; best utilize work-study funds, create these opportunities for the student worker corps

▸ **More actively participate in students' transition to their next step post-BCCC** (four-year college, workforce, etc.); ensure students have a return on their investment

▸ **Extracurricular activities**—performing arts, recreation, study abroad; encourage student leadership about activities, to be architects of their own experience, develop skill sets

▸ **Access to basic resources**: laptops, textbooks

▸ **Improve way finding on campus**—signage, entrances, maps, etc.

How might BCCC establish more partnerships and relationships that establish meaningful connections and amplify awareness of the College and its connections to the community?

‣ Provide services to the community that leverage the health sciences program:

- Scale up the dental clinic

- Perform health screenings in local schools and on campus; occupational and physical therapy clinics; year-round (better use of existing resources, service to community, and more practical experiences for students)

- Vaccination programs

- EMS program

‣ Trauma care—a priority in Baltimore; ask where there are needs, connect and shift BCCC's resources, partnerships with social services; will require expertise

- Addiction counseling — develop program to work directly with the community

- Paralegal program — have students work with community members in the library

- Combines work with the community and job training; BCCC as a clinical site

‣ Opportunity for partnerships in tourism and hospitality post-COVID

‣ Corporate partnerships—alignment of programs with corporations, and which have the setup in place? Need to craft the relationship

- Selectivity, ensure it is a good fit, intentional

‣ Amplify the use of the BCCC campus by community partners (i.e., facilities to rent); better advertising about those opportunities

‣ Build relationships with alumni

How might BCCC become the employer of choice, transform institutional culture, and reward and celebrate areas of excellence?

‣ Improve branding; promote connections to organizations, volunteerism

- Create a "rallying point," internal marketing; enable employees to be ambassadors for BCCC

- How your role supports the College's mission

- Create mission and vision statements for academic affairs and student affairs

‣ Establish sources of pride, what can BCCC claim as better than others

- Highest safety rating among area colleges (confirming the data) and considered safer than the surrounding community

- Celebrate being #1; competition to encourage innovation, effort; non-monetary awards, "employee of the month"

- Establish a teaching award to top faculty members, service awards and other recognition that celebrates high performance and excellence; students can vote on the faculty award, as can faculty

- Unleash talent—showcase professional connections and skills

▸ "Warm *and* demanding work environment"

- Establish a culture that is disciplined about high standards of performance *and* caring about its people

- Management proposed employee of the quarter recognition award; opportunities to cultivate energy and enthusiasm; continuity and meaning/substance (what performance achievements are recognized?)

- Encourage employee relationship building activities; team building; formal and informal, social; between employees and students (e.g., recreation)

- Meeting efficiency/maximize efficiency - clear agendas and action items (project delivery management); centralized document management (Sharepoint); tools to improve workplace effectiveness

▸ Improve staff retention:

- Ensure employees are able to utilize professional development; create clear professional development and mentoring tracks

- Provide respite for those who go above and beyond

- Shift culture so that employees feel comfortable expressing themselves, build trust

- Value existing employees as new people and ideas are brought in

▸ Leadership institute? — promotion *and* development, investment in human resources

▸ Reduce silos; work more collaboratively, reduce duplication

▸ Become more agile and flexible in order to implement changes and respond to opportunities more quickly than competitors

▸ Institutionalize planning and assessment so that initiatives survive transitions in leadership and staff; revisit successful initiatives

▸ Cabinet engagement with staff

▸ **What to celebrate:** student completion rates, opportunities for employees to identify the success metrics—and how to get there

▸ **External messaging;** build pride, then celebrate it

Board of Trustees Comments

K&A facilitated a discussion of BCCC's strengths, challenges, and aspirations with the board of trustees during a meeting on May 19, 2021; below is a summary of comments from that conversation.

Strengths and Assets:

▸ **Resources and infrastructure to be the pre-eminent job training entity in the city, if not the region;** facilities, size; need to actualize that potential, city is "begging" for it/ gap and need in the city right now

  - Need to prioritize workforce development, "test the waters" with potential employers and deliver outcomes

▸ **Place to get training for career and preparedness;** both support their livelihood and achieve their aspirations

▸ **An institution in Baltimore,** the community college of the city

▸ **Present leadership** (president and cabinet)—the face of the college used to be the chairman, not the president

▸ Efforts to **transform the campus culture** will lead to positive external perceptions

Challenges:

▸ Understand the college as more than "13th grade"—something greater

▸ Need to **improve security and safety**

▸ Meeting all of the **legislative mandates**

▸ **Barriers for student entry and success;** challenges with financial aid, negative interactions, etc. leads to negative perceptions in the community

▸ **Relationships with philanthropic community,** corporations underdeveloped (still in the early stages)

▸ Competition for resources

▸ Helping students tie their experiences into **a well-supported and rich transition to their next steps**

Opportunity and Aspiration:

‣ **Become the institution that people think of first**; "the go-to place," become the school of choice for students, employers, and industry

‣ **External validation**, employer benchmarks, change perceptions in the community

- Tell the story of student success and positive student experiences

‣ **Opportunity to upscale in different areas of the city**: alleviate poverty, create upward mobility, offer other support services

‣ **Extend BCCC's reach into East Baltimore**; working with school counselors, workforce training organizations, transportation improvements or an East Baltimore location, etc.

- Take a regional approach in thinking about opportunities, as well

‣ More **blended learning**

‣ **Rethink relationship with the City of Baltimore**, city government, etc.—nurture understanding of BCCC's foundational role in workforce development; reinforce value of two-year graduates in supplying talent to industry and four-year colleges

‣ Increase **connections to public schools**

‣ Better **prepare students for four-year college**

‣ Solid **internship program**

‣ **Stable leadership**; continuity—this has been helped tremendously by current leadership

‣ **Better utilize existing infrastructure**, such as the downtown property

‣ **Elevate the profile of the faculty**, celebrate their achievements

‣ **Connections with specific industries** in the community

‣ **Tighter pipelines between the College and the community**; need to demonstrate that graduates are getting jobs in the community

‣ **Partnerships with other higher education institutions**; think about partnerships vs. competition