



JOINT CHAIRMAN'S REPORT

REALIGNMENT TASKS STATUS UPDATE

The Honorable Nancy J. King
Chair Senate Budget and Taxation Committee

The Honorable Maggie McIntosh
Chair House Appropriations Committee

Dr. Debra L. McCurdy
President
Baltimore City Community College

WEDNESDAY | SEPTEMBER 18, 2019



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September 18, 2019

The Honorable Nancy J. King
Chair Senate Budget and Taxation Committee
Senate Office Building
90 State Circle
Annapolis, MD 21401-1991

The Honorable Maggie McIntosh
Chair House Appropriations Committee
Maryland House of Delegates
90 State Circle
Annapolis, MD 21401-1991

RE: Baltimore City Community College/
Realignment Tasks Status Report

Dear Chairman King and Chairman McIntosh:

Please accept the attached documents as Baltimore City Community College's (BCCC) response to page 202 of the 2019 Joint Chairman's Report to confirm that the Realignment Tasks and corresponding implementations have continued to be central to operational change and strengthening the infrastructure. This is in accordance with the Schaefer Center report and the 2017 *Laws of Maryland* to provide an update on the status of each Realignment.

Enclosed is BCCC's update report and the status of the Realignment Tasks; the corresponding implementations and attachments are reviewed regularly and approved by the BCCC Board of Trustees.

Please feel free to contact me at (410) 462-8563 dllmccurdy@bccc.edu if you have any questions. Thank you for your continued support of Baltimore City Community College.

Sincerely,

Debra L. McCurdy, PhD
President

Cc: Ms. Sarah Albert, OPA

Baltimore City Community College

REALIGNMENT TASKS UPDATE

State of Maryland, September 17, 2019

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.”

Office of Academic Affairs

The Program Review and Evaluation (PREC) calendar, schedule, and timeline for completion has been supplied to all Program Coordinators. Both degree and certificate programs are evaluated through the College’s Program Review and Evaluation Committee’s (PREC) process. BCCC is now in Cycle 3 (fall 2019-spring 2020) of the program review process. The following programs are scheduled for review: Accounting, Biotechnology, Business Administration, Business, Computer Information System, Computer Aided Drafting and Design, and Construction Supervision. Cycles 4 and 5 of the five-year cycle (Academic years fall 2020-spring 2021, and fall 2021-spring 2022), will be utilized to determine which programs are more vulnerable to sunset.

See attachments:

- Exhibit 1.1. BCCC MHEC Approved Program Inventory
https://mhec.state.md.us/institutions_training/Pages/searchschool.aspx
- Exhibit 1.2. PREC Review Schedule
- Exhibit 1.3. PREC Calendar of Periodic Deadlines

Currently, the College is reviewing in-demand jobs/career pathways for all educational levels, including transfer to university, associate degree to workforce, and Lower Division Certificate (LDC) to workforce. As a result of the review, a pathway map for all educational levels was created.

See attachment:

- Exhibit 1.4. BCCC Career Pathways

Focus resources on expanding the enrollment in high demand programs such as health professions and transfer programs.

Dual enrollment programs have become a focal point for increasing enrollment at BCCC. Specifically, BCCC’s P-Tech programs are growing and expanding to include New Era transportation logistics with Port Covington as the business partner.

In addition, CADD and Construction Supervision grant proposals were submitted in partnership with Baltimore City Public School System (BCPSS) for CTE Innovation grants.

See attachments:

- Exhibit 1.5. CADD CTE Proposal
- Exhibit 1.6. Construction CTE Proposal
- Exhibit 1.7. Biotech CTE Proposal



In summer 2019, CON 101: Introduction to Construction was offered in collaboration with small business entrepreneurs, advisory board partners, and city government to train their employees and advance the construction supervision program. In this course, 22 students were enrolled.

The Cyber Warrior Diversity Program (CWDP), established through Senate Bill 615, is in its second year of implementation at BCCC. Bowie State University (BSU), Coppin State University (CSU), Morgan State University (MSU), and the University of Maryland Eastern Shore (UMES) are also partners in this effort to train students in computer networking and cybersecurity, including training to achieve specified CompTIA (Computing Technology Industry Association) certifications. The bill/law took effect July 1, 2018. To date, 37 CWDP students have completed IT Training leading to industry certifications and career advancement. Students complete classes and receive additional support for earning the following certifications:

- CompTIA A+ Certification Prep
- CompTIA Network+ Cert. Prep
- CompTIA Security Cert. Prep

See attachment:

- Exhibit 1.8. Senate Bill 615

BCCC is in the process of finalizing transfer and reverse transfer agreements with Coppin State University, Notre Dame University of Maryland, Salem University and Bowie State University and. The Bowie State University articulation agreements will include individual agreements for programs, honor students, and commuter scholarships. The formal agreement signing will commence in fall 2019.

See attachment:

- Exhibit 1.9. Articulation Agreements

New program proposals for consideration in spring 2020 include Digital Marketing Certificate (Industry Partner – Facebook) and Radiology Technology, AAS (Industry Partner - University of MD Medical System).

Review lower division certificate (LDC) offerings to ensure they are aligned with employer needs.

As a result of reviewing the lower division certificates in the program review cycle, BCCC proposed new procedures for the advisory board composition and its membership.

See attachment:

- Exhibit 1.10. Procedures for BCCC Advisory Board

Better align BCCC’s credit and non-credit pathways in employment growth areas.

BCCC has completed alignment of all academic and workforce programs through the redesigned Career Pathways.

See attachment:

- Exhibit 1.11. Career Pathways

Baltimore City Community College

REALIGNMENT TASKS UPDATE

State of Maryland, September 17, 2019

Dr. Debra L. McCurdy, President

Realignment Task #2

“Make workforce development and job placement top educational priorities of BCCC.”

Mr. Michael Thomas, Vice President for Workforce Development & Continuing Education

The WDCED continues to implement the Realignment Tasks, with focus on making workforce development and job placement top educational priorities. The Division has expanded business and community partnerships to align programs to the economic development and workforce training needs in Baltimore. In the past 7 months, this has included:

- On-going participation in the Baltimore Workforce Development Board (BWIB) and the Mayor’s Office of Employment Development (MOED) subcommittees; (signed contract on file)
- Developing new contract training with Johns Hopkins Hospital, University of Maryland Medical System for multiple health programs; (signed contract on file)
- Contracting with Goodwill for new cohorts for Pharmacy Technician; (signed contract on file)
- Supporting internships and job placement with Baltimore City Police Department for Emergency Medical Technician Training graduates; (signed contract on file)
- Contracting with the International Rescue Committee (IRC) for Transition to English Classes for Manufacturing workers (signed contract on file); and
- Renewing contracts with Civic Works, Maryland New Direction, and Maryland Restaurant Association for new cohort training (signed contract on file).

WDCED continues to expand **career development services** for all students through updated career information systems and services including:

- Distributing weekly MOED job postings and hiring events; and
- Participating in city-wide job fairs and hosting program-specific events, such as Maintenance Apprenticeships and Diesel Technician internships.

New training programs launched in the past 7 months include:

- Diesel Technician/Mechanic – December 2018;
- Commercial Driver’s License – December 2018;
- Construction Pre-Apprenticeship – January 2019;
- Industrial Maintenance Mechanic Apprenticeship – April 2019;
- Hospitality and Customer Service – July 2019; and
- Baltimore Police Cadet Apprenticeship – July 2019.

Baltimore City Community College

REALIGNMENT TASKS UPDATE

State of Maryland, September 17, 2019

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.”

Office of Academic Affairs

Redesign of BCCC’s developmental education model.

The Developmental Reading/English Educational Model has been reduced from a three-level sequence of course offerings to a two-level sequence. This pilot model has reduced the number of developmental courses students need to matriculate to credit-bearing courses.

See attachments:

- Exhibit 3.1. Redesign of BCCC’s Developmental English/Reading Model
- Exhibit 3.2. BCCC Developmental Pathways (English and Reading)

In addition, the Developmental Math level has been reduced from a three-level sequence of course offerings to a two-level sequence. Modular courses have implemented using ALEKS Artificial Intelligence software to provide additional tutoring and student assessment. Another advantage of ALEKS is one-on-one instruction, 24/7, from virtually any web-based computer for a fraction of the cost of a human tutor.

BCCC offers Promise Academy (PA) as another resource for developmental education. PA provides support to the general population of students who test into the first level of developmental education and those returning students who have exhausted Federal Financial Aid funding (more than two unsuccessful attempts of developmental courses). The support is in MAT 86 and RENG 91. Each PA student remains with the Promise Academy until the completion of all developmental courses.

See attachment:

- Exhibit 3.3. Pass and Retention Rates for Promise Academy

Accelerate developmental education learning. The accelerated developmental model allows for two courses to be completed in one semester.

The accelerated developmental model allows for two courses to be completed in one semester. BCCC offers the following accelerated options through face-to-face, online and hybrid course sections:

- 12- week sessions
- 8-week sessions
- Summer Accelerated 1 session (5-weeks)
- Summer Accelerated 2 session (5-weeks)

BCCC introduced its first Accelerated Learning Program (ALP) courses for the Mayor's Scholars Program (MSP) in spring of 2019. The ALP piloted courses offering ENG 101 and RENG 92 for students who placed in RENG 92 based on the ACCUPLACER exam. These courses had 24 students.

Of the 24 students, 22 passed and 2 failed. The two students who failed the course met with their MSP advisors and enrolled into another section of ALP for fall 2019. Because of the pilot's success, BCCC is offering six (6) ALP courses for fall 2019 that are filled to capacity.

Implementing Open Education Resources (OER)

The latest estimate for money saved for Z-Courses is \$1,423,500. The College has 346 course sections that utilize OERs. The course offerings include: Computer Literacy, CLT 100, Developmental Psychology, PSY 104, Computers for Business Management, BUAD 112, Microbiology, BIO 212, and Anatomy and Physiology, BIO 202.

In June 2019, 15 faculties participated in the OER Institute. This year seven faculty members received OER mini-grants from Kirwan Center as part of their Maryland Open Source Textbook Initiative.

Exploring the creation of an OER degree pathway in General Studies

Develop a plan to complete the remaining courses needed for a General Education OER degree.

BCCC is in the process of completing this with support from its membership in the Achieving the Dream (ATD) network of school. OER is a major ATD initiative and can provide support in resources to complete this subtask. In addition, BCCC is an active participant in University System of Maryland's William E. Kirwan Center for Academic Innovation. Through the Center's Maryland Open Source Textbook (MOST) initiatives, several BCCC faculties received mini-grants to develop and offer OER courses and took part in MOST summit and regional conferences. BCCC will target the remaining courses needed for an OER General Studies degree during the fall 2019 and spring 2019 semesters.

See attachment:

- Exhibit 3.4. Achieving the Dream.
<https://www.achievingthedream.org/news/17519/new-study-finds-oer-courses-and-degrees-improve-student-retention-and-completion-faculty-engagement-and-result-in-cost-savings-for-students>

Become an Achieving The Dream (ATD) network institution

BCCC has created the necessary framework and teams to make ATD an institutional priority. The Student Success Center has increased the use of AdvisorTrac student advising software for more intrusive student advising. BCCC is linking AdvisorTrac with the College's student information system to maintain accurate and up-to-date contact, demographic, and enrollment data. AdvisorTrac was chosen because it provides the most powerful management and tracking solutions for advising, counseling, and other student support services centers at colleges and universities.

The ATD team met on August 15, 2019 to discuss priorities of the ATD 2018 -2019 Assessment Report. The three priorities include: Proactive Advising, Awareness & Communication, and Consistent & Effective Use of Strong Instructional Technology.

Mayor's Scholars Program (MSP)

The Mayor's Scholars Program allows eligible new high school graduates who are residents of Baltimore City to attend Baltimore City Community College tuition-free through a last-dollar scholarship. This partnership between BCCC, Baltimore City Public Schools and Baltimore City Mayor's office is an exciting opportunity that makes college and job training programs affordable and helps students move toward a rewarding career and financial security.

Through this scholarship program graduates from Baltimore City public high schools who are also residents of Baltimore City can attend BCCC tuition-free to earn their associate's degree or complete a Workforce Development Program.

The Mayor's Scholars Summer Bridge Boot camp for English offered 20 MSPE courses and 2 ESL courses in July of 2019. This was the second year of the Mayor's Scholars Summer Bridge Boot camp. During this boot camp for Reading and Writing, the students practiced elements of writing and grammar in addition to reading strategies that would be prepare them for the Next Generational ACCUPLACER. The benefit of the boot camp is the early preparation for college as well as for placement into possible ALP courses.

See attachment:

- Exhibit 3.5. Frequently Asked Questions

Increase the number of dual enrollment students

BCCC will utilize the resources of the University System of Maryland's B-Power initiative to support dual enrollment. Additionally, it will become a part of the University of Baltimore's collaboration with Baltimore City Public School System. In order to have a more visible presence throughout Baltimore City, the College will create more robust marketing materials about BCCC's dual enrollment opportunities.

The College has launched the third P-Tech school, New Era Academy, with a concentration in Transportation.

Through the various Baltimore City Community College and Baltimore City Public Schools agreements, the college is seeking to gain presence in the 24 Baltimore City Public Schools in fall of 2019. BCCC has the following dual enrollment agreements with Baltimore City Public Schools:

- College and Career Services at Renaissance Academy High School
- School readiness services at Judy Center at Liberty Rec & Tech
- Career and Technology Education Center (Pending)
- Stand for Youth
- B-Power in collaboration with the University of Baltimore and BCCC
- P-Tech at New Era Academy
- P-Tech at Dunbar High School
- P-Tech at Carver
- Edmondson Westside Biomedical Courses

See attachment:

- Exhibit 3.6. BCCC and University of Baltimore (UB) Dual Enrollment Memorandum of Understanding, under the University of Maryland's B-Power initiative



Baltimore City Community College

REALIGNMENT TASKS UPDATE

State of Maryland, September 17, 2019

Dr. Debra L. McCurdy, President

Realignment Task #4

“Enter into memoranda of understanding in order to establish student pathways to success with the Baltimore City Public Schools (BCPSS), institutions of higher education, and employers.”

Office of Academic Affairs

Increase partnerships with BCPSS high schools and institutions of higher education and develop more articulation agreements to help students seamlessly transfer from associate degree.

The College has multiple articulation agreements and MOUs with Baltimore City Public Schools, Private High Schools, Four-Year Institutions, Training Institutions and Employment Agencies.

- Baltimore City Public Schools – 19
- Private High Schools – 4
- Four-Year Institutions – 39
- Employment Agencies – 10

BCCC articulation agreements and MOUs have been reviewed for currency and relevancy. On December 15, 2018, MHEC distributed to all colleges and universities operating in Maryland an articulation agreement template. The purpose was to help aid and maximize student transfer opportunities within Maryland. BCCC is using the MHEC template to update all agreements. To date BCCC has implemented the new process with three articulation agreements (Coppin State University, Notre Dame University of Maryland and Goucher College). In addition, BCCC has new and renewed Memoranda of Understanding (MOU) with Bellevue University (Nebraska) and Stevenson University. Additionally, BCCC has one articulation agreement outside of Maryland with National University in California.

BCCC is seeking new MOUs through dual enrollment agreements with Baltimore City Public High Schools and industry partners. A pilot project for dually enrolled students at Edmondson Westside High School was completed (08/31/2019). CTE Innovations Grant awarded by Maryland State Department of Education (MSDE) of \$41,602.00 was successfully used towards establishing Biotechnology Lab & Lab Animal Science certificate at Edmondson Westside High School. The college has increased dual enrollment programs with the third P-TECH school at New Era Academy. For the Summer 2019 Term, 21 high school students (rising Sophomores) began college courses required for the completion of an Associate Degree in Transportation Distribution Logistics. These students join more than 200 other P-TECH students completing degrees in Healthcare and Information Technology. In addition, the College partnered to provide 10 students at Renaissance Academy a program in Phlebotomy Technician. We are currently collaborating with City Schools to provide CNA training this year at the Achievement Academy for an estimated 20 students.

New program proposals for consideration in fall 2019 include Digital Marketing Certificate (Industry Partner – Facebook) and Radiology Technology, AAS (Industry Partner - University of MD Medical System).

Baltimore City Community College’s Respiratory Therapy (AAS degree program) to Towson State University’s Bachelors of Technical and Professional Studies degree in Allied Health.

BCCC and Year Up are currently in the final stages of finalizing the renewal MOU. Year Up's Professional Training Corps (PTC) in Baltimore launched in 2010 on the campus of Baltimore City Community College. Year Up's PTC offers an intensive, one-year program for college students, ages 18-24, combining professional coaching, hands-on skill development, and internships at some of America's top companies. As college students, our young adults have access to the library, tutoring resources, and other services offered by the college, in addition to the services offered by Year Up. As students work toward completing a degree at Baltimore City Community College, Year Up PTC provides them with professional development and work experience, preparing graduates to launch a meaningful career.

The College maintains a schedule of pending articulation agreements. To date, BCCC is in the last stages of finalizing articulation agreements with Bowie State University and Coppin State University.

See attachment:

- Exhibit 4.1. Articulation Pending Schedule 2019

Guiding policies and procedures for all future articulation agreements and MOUs have been drafted for President's Cabinet review.

See attachment:

- Exhibit 4.2. Articulation Agreement/MOU Policy (Draft)
- Exhibit 4.3. Workforce Articulation Agreement/MOU Procedure (Draft)
- Exhibit 4.4. Credit Program Articulation Agreement (Draft)

Baltimore City Community College

REALIGNMENT TASKS UPDATE

State of Maryland, September 17, 2019

Dr. Debra L. McCurdy, President

Realignment Task #5

“Align the budget of BCCC with realistic enrollment projections.”

Mr. Brian O’Connell, Budget Manager

Ms. Sylvia Rochester, Interim Vice President for Student Affairs

Ms. Becky Burrell, Vice President for Institutional Effectiveness, Research & Planning

The Operational Review of BCCC, prepared by the Schaefer Center for Public Policy in 2016, was a key driver in the Realignment Legislation (as its various recommendations were generally reiterated in the final legislation). That Realignment Legislation defined realistic enrollment projections to be no greater than 3,000 credit full-time equivalent (“FTE”) students.

Prior to the November 2018 report, and continuing to date, the College’s budget is based on enrollment projections of less than 3,000 FTE. As such, the College continues to meet this realignment task.

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

Once these numbers are developed, they are used to calculate various tuition and fee dollar amounts for the College. Additionally, these enrollment projections affect restricted revenue calculations, including Pell grants, Federal Supplemental Education Opportunity Grant (“FSEOG”), and Federal Work-Study (“FWS”). The projected expenditure and enrollment levels are key factors in the consideration of tuition and fee adjustments to help balance the budget.

During February of the following year, updated projections are developed and enhanced to include the next set of multi-year projections. This calculation is used, based on the same criteria above, to project at least three (3) years beyond the previously submitted budget projection. This enhanced projection incorporates new enrollment and budget data pertaining to the most recently completed semesters.

The College budget (part of the Governor’s Budget for the State) for the upcoming fiscal year is typically enacted by the State Legislature in early April.

While these enrollment projection and budget management steps are frequently reviewed for enhancement, the underlying “realistic enrollment projections” concern noted in the JCR report continues to be met since the previous November 2018 report. The College continues to align the budget with enrollment projections and has begun the change to enhance this process. A Comprehensive Enrollment Plan is being developed which will create a process which increases the involvement of more areas within the College for this projection. Student

Affairs, Academic Affairs, Institutional Effectiveness and Planning, and Administration and Finance will collaboratively be engaged in this process. The outcome of this progression will not only be used to develop the budget for the state but it will be a measure to determine such factors as optimal class size, untapped markets of potential students, and possible new income sources. This process is intended to be ongoing and throughout the academic year. Additional out year projections will focus on retention and student success measures, and be used for the College's multi-year projections.

Enrollment is monitored constantly by the President's Cabinet and the Chief Budget Officer to determine if adjustments need to be made to the budget, if additional personnel are needed, or if additional accommodations are required. Moving forward, the College will create a comprehensive enrollment management plan and the process for delivery. Updates to the upcoming fiscal year budget will be used to evaluate the alignment with the projections.

See attachment:

- Exhibit 5.1. BCCC Report on Contractual Employees (September 2019)
- Exhibit 5.2 BCCC Performance Accountability Report (September 2019)
- Exhibit 5.3 BCCC Enrollment Report (September 2019)
- Exhibit 5.4 BCCC Headcount and FTE Enrollment Trends FY2010-2019

Baltimore City Community College

REALIGNMENT TASKS UPDATE

State of Maryland, September 17, 2019

Dr. Debra L. McCurdy, President

Realignment Task #6

“Engage in a comprehensive review of all positions, faculty, and staff at BCCC.”

Ms. Michelle Williams, Executive Director for Human Resources

The College has taken a comprehensive approach to the recommendations from the edBridge Partners' June 2018 report to dramatically improve and realign department staffing for efficiency and to meet the needs of the students.

In the 1st Phase of this process, BCCC's Board of Trustees approved a Contractual Conversion Policy in fiscal year 2018. On July 1, 2018, the College converted three contractual employees to PIN employees based on the approved policy and procedures. During June and July 2019, the number of contractual employees were decreased by over 30 positions. Contractual positions will continue to be reviewed to determine conversion options. As requested in the April 2019 Joint Chairman's report, this updated information and a list of contractual employees, including their length of service with the College, is being reported.

The College is currently in Phase 2 of this Realignment Task to review and determine position need. In this phase, we will look at the level of staff spread across many divisions to determine if positions can be consolidated, eliminated or outsourced. According to the edBridge Partners staffing report, many positions will require personnel at all levels of the organization to be trained in new skills, coached in teamwork, and leadership development.

Supervisory and management positions across levels will be reviewed to ensure team members have the appropriate abilities to perform their jobs. This is in line with the 2016 Schafer Center Report which recommended that the College implement a transformational leadership model throughout the institution to focus the administration, faculty and staff on providing a quality education linked to the needs of the students.

Baltimore City Community College

REALIGNMENT TASKS UPDATE

State of Maryland, September 17, 2019

Dr. Debra L. McCurdy, President

Realignment Task #7

“Establish strong relationships with key stakeholders.”

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

Over the past 9 months, the College continued to build on relationships with Mayor of Baltimore City, Mayor’s Office of Employment Development, Baltimore City Public Schools System, State agencies, higher education institutions in Baltimore City, private employers and business and community organizations.

Through events, meetings, presence on work groups and aggressive attention paid to external relationships, the College has:

- a. Reestablished a strong relationship with the Mayor’s Office including the new administration.
- b. Established apprenticeships with the Department of Transportation and Department of Public Works.
- c. Launched an Industrial Maintenance Mechanic Apprenticeship program with focus on energy sector in partnership with DLLR and local businesses.
- d. Launched partnership with CVS.
- e. Expanded PTECH and Mayor’s Scholars programs.
- f. Continued partnership with Innovation Village and Conscious Venture business incubator on Campus.
- g. Hosted job events for MOED and Department of Social Services on Campus
- h. Formalized B-Power partnership with University of Baltimore
- i. Collaborated with Year Up to expand program offerings and increase number of students served. Also increased number of students who continued studies at BCCC after completing the Year Up program.
- j. Continued partnership with Johns Hopkins.
- k. Established digital media certificate in partnership with Facebook.
- l. Drafted an articulation agreement with Bowie State University
- m. Started a partnership agreement with the Baltimore City Fire Department and a training program for Baltimore Police Department cadets.
- n. Created a partnership engagement opportunity for local university presidents to partner with BCCC around the Mayor’s Scholars Program.
- o. Initiated a partnership with New Pathways, a Program of Pressley Ridge. BCCC will provide workforce training in Patient Care Technician for current Certified Nursing Assistants
- p. Partnered with Concerted Care Foundation to provide workforce training program options in the Commercial Driver’s License (CDL), Warehouse Logistics and Customer Service programs.
- q. Established a partnership with Pride Center of Baltimore, serving the LBGQ community.
- r. We have expanded our partnership with the International Rescue Committee (IRC) to provide workforce training for refugees in Baltimore. This partnership will support a cohort of students in the Warehouse Logistics program.
- s. Renewed and expanded our partnership with the Maryland Department of Human Services (DHS) as we provide a range of workforce training program options for clients through two (2) program areas: 1) via the Food Stamp Employment and Training (FSET) program for an

estimated 100 students and 2) via the Department of Social Services (DSS) Training Program to serve more than 100 students per year

The College secured a \$15,000 grant from the T. Rowe Price Foundation to conduct a community engagement analysis. BCCC's existing student programs and services were reviewed along with our external community partnerships. Recommendations were as follows:

- Invest in a college wide event and program management infrastructure that has a stand- alone office responsible for directing students to the existing activities on Campus, referring to existing resources on Campus and off-Campus
- Develop a center on Campus dedicated to housing community organizations that can provide relevant services and programs to students and community members.
- Develop a community education institute that provides professional development and alternate educational opportunities relevant to human/ social service and community empowerment.

BCCC has participated in and hosted several community resource fairs and adopted Liberty Elementary School located within the BCCC footprint. Staff donated food to the school's food pantry and back to school supplies for students. Examples of community events held on campus in partnership with the City of Baltimore include:

- Mayor's Office Community Collaborative Design Convening
- Mayor's Office of Children and Family Success Conference on Black Male Excellence
- Council President's Town Hall
- 8th Council District Town Hall
- Public Safety Forum with Police Commissioner and Councilman Leon Pinkett

The College's partnership with City Schools continues to expand. We are focused on the following areas:

- **Improved Counselor Referral Pipeline**

College Recruiters have been invited to speak to high school counselors during City Schools' professional development meeting in August.

- **Digital Literacy**

In partnership with City Schools and the University of Baltimore, we will participate in the Talent Ready initiative over the next four years to increase the number of students in demand-driven IT pathways that begin in high school & continue through postsecondary. This initiative will develop an employer signaling system, allowing education leaders to use regional labor market data to inform the design & scale of career pathways that begin in K-12 & continue through postsecondary.

- **Health Sciences**

BCCC is in its 4th year of implementing the PTECH early college model in partnership with City Schools at 3 separate High Schools. Each school has defined career programs of study leading to associate degrees at BCCC. Nearly 300 students are engaged in college classes while attending high school as they work towards earning an associate degree in healthcare, computer science or transportation, distribution and logistics. This model includes strong business partnerships working with the college and school district ensuring alignment to industry standards and in demand career opportunities in Baltimore. BCCC provides instruction, academic supports and business engage to support student success in collaboration with City School's leadership.

- **Dual Enrollment**

In an effort to increase the number of dually enrolled students, we will explore the feasibility of offering BCCC courses in at least 30 City high schools. The goal is to serve 900 students annually by offering 3 classes in each school.

- **Assessment**

Discussing a new Accuplacer/ placement testing agreement

The College has established the following new articulation agreements:

- Family and Children’s Services with Clarence Blount Center-**Renewal**
- Goucher College
- National University
- Notre Dame University Education Articulation Agreement
- Stevenson University Transfer Articulation Agreement
- Baltimore City Board of Commissioners and the Clarence Blount Childcare Center at BCCC-**Renewal**
- University of Baltimore Robert L. Bogomolny Library-**Renewal**
- University of Baltimore-BCCC and B-Power
- UMBC-Master Agreement-**Renewal**
- UMUC Data Sharing for ALT-Placement Pilot-**Renewal**
- University of Phoenix online Nursing

The Workforce Development and Continuing Education division of BCCC continues to reengage and solidify partnership agreements with BCCC stakeholders including business and community partners as well as government and funding agencies. Since December 2018, this includes renewing training contracts with partner organizations such as Civic Works, Maryland New Direction, Goodwill Industries, and the Maryland Restaurant Association. The college has also developed new partnerships with community organizations to provide workforce training to targeted populations. For example, WDCED partners with the Center for Urban Families (CFUF) to provide Adult Basic Education classes as well as Certified Nursing Assistant (CNA) training for CFUF clients.

See attachment:

- Exhibit 8.1 BCCC Rebranding Update
- Exhibit 8.2 BCCC Seals, Logos, Mascot Update
- Exhibit 8.3 BCCC Audience Research Findings
- Exhibit 8.4 BCCC Media Headlines and Mentions

Baltimore City Community College

REALIGNMENT TASKS UPDATE

State of Maryland, September 17, 2019

Dr. Debra L. McCurdy, President

Realignment Task #8

“Develop and market a brand for BCCC.”

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

Staffing

The College hired a Digital Media Coordinator (new position) in December 2018 and experienced a significant uptick in followers and favorable responses from elected officials and students (insert numbers here). In September 2019, hired an experienced public relations professional as new Director of Communications after conducting regional search.

Customer Service

BCCC has been selected to participate in *Caring Campus*, an initiative of the Institute for Evidence-Based Change (IEBC) funded by Ascendium Education Philanthropy (formerly Great Lakes Foundation). *Caring Campus* improves student connectedness to their college, which leads to increased persistence and completion rates. *Caring Campus* training will begin Thursday, September 26, 2019 through November 2019.

Consultant Engagement

The College has been working closely with Maryland based public relations-marketing firm Hatcher Group on the following deliverables:

Research

- Conducted one-on-one interviews with campus leadership and on-campus listening sessions (8 total, at both Liberty and Downtown campuses, in Fall 2018)
- Held 4 focus groups in November 2018
- Deployed survey to 4,000 students, faculty, staff, alumni and community members in January 2019 (1,000 responses collected)
- Held 2 focus groups in March 2019
- Provided final presentation on research March 2019 (see attachment with research results)

Collateral

- ASP Division Goals (completed January; additional revisions in June 2019)
- BCCC Foundation Case Statement – Building a Stronger Baltimore (originally completed in March 2019, updated in May 2019, revamped and updated in August 2019)
- Supporting MSP (completed in April 2019)
- Realignment Report (completed in February 2019)

Other

- Media work supporting announcement of Dr. McCurdy as new president (October 2018)
- Web design for announcement of Dr. McCurdy as new president (October 2018)
- Social Media Audit (Report delivered in February 2019)
- Media work supporting Dr. McCurdy’s arrival (April-May 2019)
- Talking points on Dr. McCurdy’s arrival for senior leadership (April 2019)

- Q&A with Dr. McCurdy (April-May 2019)
- Support for art direction on photos shoots

Branding

- 80+ logo concepts (since March 2019)
- Final options delivered to BCCC to test on campus (August 2019)
- Testing phase (September 2019)
- Selection expected (November 2019)

Outreach

- Held two alumni engagement events: Alumni Crab Feast on July 13, 2019 and Alumni reception on August 9, 2019
- Distributed promotional materials at various Back to School events, including Mayor's Back to School event on August 3, 2019.
- Sponsored College Bound and Downtown Partnership events
- Will be distributing promotional materials at upcoming college fairs at 17 City high schools from September 30- October 4th
- Will have exhibit booth at National Association for Counselors & Admissions (NACA) college fair on October 21-22, 2019

Hosted the following community events:

- Mayor's Office- Community Collaborative Design Convening- August 29th
- Council President's Town Hall- August 15th
- Councilman Pinkett's Town Hall- August 1st
- Senator Antonio Hayes' Community Association Leadership Forum- June 29th and August 10th
- Public Safety Forum with Police Commissioner and Councilman Pinkett- June 27th

Traditional & Social Media

Continued aggressive social media posts regarding College activities, student success and other related topics. Established quarterly newsletters for alumni, donors and elected officials in addition to weekly newsletter.

Sponsorships

The College sponsored the following events:

- Associated Black Charities (Women on the move Empowerment & Networking Event)
- Baltimore City Chamber of Commerce (Breakfast with the Mayor)
- Baltimore City State's Attorney/Winter Solstice Benefit
- Center for Urban Families/ Urban Visionary Awards
- CollegeBound Foundation (31st Annual CollegeBound Foundation Scholar' Luncheon/July 26, 2019)
- Cultured Pearls of Service, Inc.
- Downtown Partnership of Baltimore Annual Meeting
- Heart of the School Awards 2019
- Greater Baltimore Committee, Inc./2018 Newsmaker Breakfast Series
- Greater Baltimore Committee/2019 BGC Annual Meeting
- Legislative Black Caucus of Maryland (2018 Annual Legislative Weekend)
- The Washington Center Scholarship Dinner
- Year-Up Jazz Event

Baltimore City Community College

REALIGNMENT TASKS UPDATE

State of Maryland, September 17, 2019

Dr. Debra L. McCurdy, President

Realignment Task #9

“Address the information technology (IT) and infrastructure needs of BCCC, including whether oversight by the Department of Information Technology is advisable.”

Dr. Maria Cazabon, Director for Client Services

The College continues to evaluate and address its IT infrastructure needs, while working with the Department of Information Technology (“DoIT”) and other business partners to implement new and innovative technologies to meet the business need and advance teaching and learning. An updated IT Infrastructure report was submitted to the Legislature on July 1, 2019 which highlighted major milestones. With that said, the College is on track with the project schedule, Phase I –IT Infrastructure upgrades are 98% completed, Phase III – Financial Aid (Regent Award) is 100 % completed; however, the College is working with the vendor to resolve some configuration challenges.

That report identified “three pillars” for addressing the College’s IT needs: IT infrastructure, financial aid management software, and core business systems. That report was created in collaboration with DoIT.

With the on-boarding of a new CIO in September 2019, the College will make progress in Phase II –Data Center Refresh which is currently 20% completed and Phase III –ERP which is currently 40% completed. Overall, with all of the research and preparations that were completed to lay the foundation for the new ERP, this is the opportune time to reengage with DoIT and other Intergovernmental stakeholders to establish the path to select and procure a new system.

Although the College is on schedule with the timeline submitted to the Legislature in December 2018 to satisfy the Realignment Task, we will continue to reassess our processes and the technologies, that change so rapidly, to ensure that we are doing our due diligence and making the most efficient decisions.

Baltimore City Community College

REALIGNMENT TASKS UPDATE

State of Maryland, September 17, 2019

Dr. Debra L. McCurdy, President

Realignment Task #10

“Develop or sell all unused or underutilized real estate, including the Inner Harbor site.”

Office of Administration & Finance

In the November 2018 report, the College discussed the on-going efforts towards a long-term land lease to redevelop the Bard Building (Inner Harbor) site. Since that time, negotiations have continued but not been finalized. Currently, the College is considering the strategic and long-term financial strength of the proposed lease terms. The most recent offer includes a net present value that is considerably lower than what was originally proposed. This difference brings questions to the viability of the lease.

If a lease cannot be reasonably obtained, the College will pursue options to demolish the Bard Building independent of a lease. Other properties being evaluated for long-term use include the three buildings acquired from Bon Secours Hospital in 2010 and vacant space (formerly used by Best Buy) in the Lockwood Building. None of these properties are fully utilized and the College is evaluating long term options for their usage.

While the College’s real estate efforts to date are consistent with previously submitted reports, the on-going status of Bard Building lease negotiations means that this Realignment Task is still in progress.

A real estate audit of all properties owned by or leased by BCCC is underway. This is consistent with a usage assessment and the implementation of a master facility plan currently underway to determine future space cost projections for current and new program expansion.



Baltimore City Community College

REALIGNMENT TASKS UPDATE

State of Maryland, September 17, 2019

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.”

Office of Government Relations

BCCC prepared State legislation to give the College independent procurement authority, similar to all other public colleges in Maryland. The legislation was introduced in January 2019 during the General Assembly session. Although it did not pass the Senate Education, Health & Environmental Affairs Committee it led to discussions between the Department of General Services and BCCC that offer opportunities to give the College a higher level of procurement authority.

A follow up meeting was held in early April 2019 at which DGS offered to work with BCCC to delegate a higher level of procurement authority for a range of goods and service subject to training and adherence to new policies that DGS will be implementing as of October 1, 2019. This delegation of authority will allow BCCC greater flexibility and control over its procurements, especially for goods and services that it requires specifically as a higher education institution. DGS has also offered BCCC the option of requesting higher levels of delegated authority for specific procurements on a case-by-case basis.

Work under Task #11 will continue with a reconstituted workgroup and a broader focus to examine other barriers to efficient and effective operations, including barriers that can be addressed through administrative action or collaboration with other agencies, as ultimately occurred on the question of procurement authority.

Baltimore City Community College

REALIGNMENT TASKS UPDATE

State of Maryland, September 17, 2019

Dr. Debra L. McCurdy, President

Realignment Task #12

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

President McCurdy & Cabinet

President McCurdy, who joined BCCC May 1, 2019 and the Cabinet will review and expand the Board of Trustees approved 2018-2022 Strategic Plan goals and objectives. The work of expanding the Strategic Plan will engage members of the College community to develop strategies and targets.

As well, Plans are in process and being refined for the following:

- Facilities Master Plan;
- Academic Master Plan; and
- Technology Master Plan.

An Enrollment Master Plan is in the initial stages of planning as a new Vice President for Student Affairs joined BCCC in September 2019.

2018-2022 Strategic Plan Framework:

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

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

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

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

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

- 3.1 – Ensure facilities, technology, staffing and instructional resources support a quality learning and working environment.
- 3.2 – Promote an environment of professionalism and civility.

- 3.3 – Invest resources to attract, grow and retain a highly-qualified and diverse faculty and staff.
- 3.4 – Develop and implement a plan to ensure faculty and staff knowledge retention and fluid transition during times of employee turnover.
- 3.5 – Improve the College's financial sustainability.

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



Baltimore City Community College

REALIGNMENT TASKS UPDATE

State of Maryland, September 17, 2019

Dr. Debra L. McCurdy, President

Realignment Task #1 Attachments

“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.”

Office of Academic Affairs

See attachments:

- Exhibit 1.1. BCCC MHEC Approved Program Inventory
https://mhec.state.md.us/institutions_training/Pages/searchschool.aspx
- Exhibit 1.2. PREC Review Schedule
- Exhibit 1.3. PREC Calendar of Periodic Deadlines
- Exhibit 1.4. BCCC Career Pathways
- Exhibit 1.5. CADD CTE Proposal
- Exhibit 1.6. Construction CTE Proposal
- Exhibit 1.7. Biotech CTE Proposal
- Exhibit 1.8. Senate Bill 615
- Exhibit 1.9. Articulation Agreements
- Exhibit 1.10. Procedures for BCCC Advisory Board
- Exhibit 1.11. Career Pathways



Institutions

- > [Colleges & Universities](#)
- > [Private Career Schools](#)
- > [Workforce Innovation & Opportunity Act](#)
- > [Veterans Benefits](#)
- > [Academic Common Market](#)
- > [Academic Programs and Review Process](#)

Institution Program Inventory

To search for an Institution's approved program inventory make your choice from the Institution list and the degree list below.

Institution:

Degree:

HEGIS	Program Title	Award Type	Concentration	Statewide CIP	TYP E
051002	TRANSPORTATION & SUPPLY CHAIN MNGT	Lower Division Certificate		520209	1
496002	SPECIAL EDUCATION ASSISTANT	Lower Division Certificate		131001	1
500201	ACCOUNTING	Lower Division Certificate		520301	1
501202	FASHION DESIGN	Lower Division Certificate		500407	1
510102	CYBER SECURITY AND ASSURANCE	Lower Division Certificate		111003	1
510303	INFORMATION TECHNOLOGY BASIC SKILLS	Lower Division Certificate		110103	1
520901	PRACTICAL NURSING	Lower Division Certificate		513901	1
521301	CODING SPECIALIST	Lower Division Certificate		510707	1
521603	ADDICTION COUNSELING	Lower Division Certificate		511501	1
529902	PARAMEDIC	Lower Division Certificate		510904	1

HEGIS	Program Title	Award Type	Concentration	Statewide CIP	TYP E
529903	PARAMEDIC BRIDGE	Lower Division Certificate		510904	1
530301	COMPUTER-AIDED DRAFT. & DESIGN	Lower Division Certificate		151301	1
531102	ROBOTICS AND MECHATRONICS	Lower Division Certificate		150405	1
531701	CONSTRUCTION SUPERVISION	Lower Division Certificate		522001	1
540701	BIOTECHNOLOGY LAB SCIENCE	Lower Division Certificate		419999	1
540702	LAB ANIMAL SCIENCE	Lower Division Certificate		419999	1
550101	ALLIED HUMAN SERVICES	Lower Division Certificate		511501	1
550301	EARLY CHILDHOOD EDUCATION	Lower Division Certificate		190708	1
051001	TRANSPORTATION AND SUPPLY CHAIN MNGT	Associate Degree		520209	1
491001	ARTS & SCIENCES TRANSFER	Associate Degree		240101	1
491001		Area of Concentration	ACTUARIAL SCIENCE	240101	2
491001		Area of Concentration	ART	240101	2
491001		Area of Concentration	MUSIC	240101	2
491001		Area of Concentration	PSYCHOLOGY	240101	2
491001		Area of Concentration	PURE AND APPLIED MATHEMATICS	240101	2

HEGIS	Program Title	Award Type	Concentration	Statewide CIP	TYP E
491001		Area of Concentration	SCIENCE	240101	2
491001		Area of Concentration	THEATRE	240101	2
494001	ENGINEERING TRANSFER	Associate Degree		140101	1
494003	ELECTRICAL ENGINEERING	Associate Degree		141001	1
495001	GENERAL STUDIES TRANSFER	Associate Degree		240102	1
496001	TEACHER EDUCATION TRANSFER	Associate Degree		130101	1
496011	ELEM EDUC/GENERIC SPEC EDUC PREK-12(AAT)	Associate Degree		131202	1
497001	BUSINESS ADMINISTRATION TRANSFER	Associate Degree		520101	1
500201	ACCOUNTING	Associate Degree		520301	1
500401	BUSINESS	Associate Degree		520201	1
500401		Area of Concentration	BUSINESS MANAGEMENT	520201	2
500401		Area of Concentration	BUSINESS MARKETING	520201	2
500501	OFFICE ADMINISTRATION	Associate Degree		520401	1
501202	FASHION DESIGN	Associate Degree		500407	1
501202		Area of Concentration	FASHION RETAILING	500407	2

HEGIS	Program Title	Award Type	Concentration	Statewide CIP	TYP E
510102	CYBER SECURITY AND ASSURANCE	Associate Degree		111003	1
510301	COMPUTER INFORMATION SYSTEMS	Associate Degree		110103	1
520301	DENTAL HYGIENE	Associate Degree		510602	1
520801	NURSING	Associate Degree		513801	1
521102	SURGICAL TECHNOLOGIST	Associate Degree		510909	1
521301	HEALTH INFORMATION TECHNOLOGY	Associate Degree		510707	1
521501	RESPIRATORY CARE	Associate Degree		510908	1
521603	ADDICTION COUNSELING	Associate Degree		511501	1
521901	PHYS THERAPIST ASST	Associate Degree		510806	1
529902	PARAMEDICINE	Associate Degree		510904	1
530301	COMPUTER-AIDED DRAFT. & DESIGN	Associate Degree		151301	1
531101	ROBOTICS/MECHATRONICS TECHNOLOGY	Associate Degree		150405	1
531701	CONSTRUCTION SUPERVISION	Associate Degree		522001	1
540701	BIOTECHNOLOGY	Associate Degree		419999	1
550101	ALLIED HUMAN SERVICES	Associate Degree		511501	1

HEGIS	Program Title	Award Type	Concentration	Statewide CIP	TYP E
550301	EARLY CHILDHOOD EDUCATION	Associate Degree		190708	1
550501	LAW ENFORCEMENT & CORRECTIONAL ADMIN.	Associate Degree		430107	1
559901	LEGAL ASSISTANT	Associate Degree		220302	1



Program Review and Evaluation at Baltimore City Community College

Currently Baltimore City Community College uses a program review process that is a key institutional oversight function delegated by the Faculty Senate to the Program Review & Evaluation Committee (PREC).

Academic Programs are currently reviewed on a five-year cycle.

The purposes of the internal review are to:

1. Document evidence of assessment and improved student learning in program evaluation
2. Assess whether the program is in substantial compliance with the current standard, specialty program requirements
3. Assess whether the program has adequate resources to carry out its educational mission
4. Identify aspects of the curriculum which may need improvement
5. Assist the program coordinator in his/her efforts by providing relevant information and assessment data, resources, and outcomes
6. Adhere to state guidelines as established by the Maryland Higher Education Commission (MHEC), Code of Maryland (COMAR), and Middle States Commission on Higher Education (MSCHE) of projected workforce needs identified by the City of Baltimore, the State of Maryland, and the nation as reflected in the Maryland Plan for Post-Secondary Education
7. Document validation of student learning outcomes by practitioners serving on Program Advisory Committees (PAC), where applicable
8. Assess the program's contribution to the College Mission
9. Assess the program for appropriate use and/or allocation of fiscal resources
10. Make recommendations based on Program Review and Evaluation Assessment Outcomes

The program review cycle should be regarded as a positive assessment process and/or intervention. The Program Review Procedures are used to identify steps necessary to ensure programs meet standards for relevance, viability, and cost effectiveness. We base our criteria on requirements found in the Maryland Higher Education Commission (MHEC), Code of Maryland Regulations (COMAR), and Middle States Commission on Higher Education (MSCHE) standards. This institutional assessment process supports the College and program goals (retention, graduation, student learning outcomes, etc.).

PROGRAM REVIEW AND EVALUATION



**Cycle 2- Year 2
2018-2019**

Programs Reviewed	Faculty/Program Coordinators	Associate Deans	Deans	PREC Committee Member (Faculty) Assigned
Engineering Transfer	Michael Kaye	Scott Saunders	Dr. Enyinnaya Iweha	Dr. Natalya Reznichenko
Robotics Technology/ Mechatronics	Dr. Yun Liu	Scott Saunders	Dr. Enyinnaya Iweha	Fred Paraskevoudakis
Cyber Security and Assurance	Dr. Denise Holland	Quintin Davis	Dr. Enyinnaya Iweha	Dr. Petal Sumner
Paramedicine	Trudy Booker	Dr. Mary McCormick	Scott Olden	Dr. Adewale Laditan

OUTCOMES AND RECOMMENDATIONS

PROGRAM REVIEW AND EVALUATION Cycle 2- Year 2 2018-2019	
Engineering Transfer	Program Continuance
Robotics Technology/ Mechatronics	Program Continuance
Cyber Security and Assurance	Program Continuance with Moderate Changes
Paramedicine	Non-compliant- Phase I Worksheet not submitted



DEFINITIONS

Program Continuance - Continue program in its present form with next review scheduled in five years.

Program Continuance with Minimal Changes – Minor revisions and changes must be made by the Program Coordinator in consultation with program faculty, Associate Deans and Deans. A written Action Plan with timelines delineating steps for improving the program in areas such as teaching, student learning outcomes, retention, graduation, etc. should be submitted with recommendations to the Chair of the Program Review and Evaluation Committee. The Program must report out on the status of their implemented Action Plan the following semester to the PREC Chair.

Program Continuance with Moderate Changes – Several revisions and changes must be made by the Program Coordinator in consultation with program faculty, Associate Deans and Deans. An impactful written Action Plan with timelines delineating steps for improving the program in areas (is wanting) components such as teaching, student learning outcomes, retention, graduation, etc.) should be submitted with recommendation to Chair of the Program Review and Evaluation Committee. The Program must report out on the status of their implemented Action Plan the following two semesters (as needed). If needed the Program may be slated for a Follow-up Review in two years.

Program Continuance with Significant Changes – Substantial revisions and changes must be made by the Program Coordinator in consultation with program faculty, Associate Deans and Deans. A detailed and rigorous Action Plan with timelines delineating steps for improving the program in areas wanting such as teaching, student learning outcomes, retention, graduation, etc. should be submitted with recommendation to Chair of the Program Review and Evaluation Committee. The Program must report out on the status of their implemented Action Plan the following four semesters. The Program will be slated for a Follow-up Review in one year.

Program Non-compliant - There was no submission of a Phase I Worksheet by the Program Coordinator.

The outcomes were ratified by the Senate Executive Committee (SEC) of the Faculty Senate during our meeting on last Friday (May 3, 2019). The next step in the process is to review/secure all missing signatures on the documents and forward them to the Vice President of Academic Affairs (Vacant), before the end of the week. Please remember that Program Coordinators have access to their documents via the PREC Canvas site. Program Coordinators were responsible for providing their Associate Deans and Deans with copies of the revised Phase I Worksheet, Addenda, and Action Plan. Final documents (after the review and approval of the VPAA has been completed) will be uploaded to the Program's Discussion link in Canvas as a PDF. I will also email a copy of the final document to the Program Coordinator, Associate Dean, and Dean, within seven business days following that approval.



Upcoming Program Reviews

PROGRAM REVIEW AND EVALUATION Cycle 2 Year 3: 2019 – 2020	
Accounting	Brian Lazarus - Accounting – AAS; Accounting Certificate
Biotechnology	Dr. Kathleen Kennedy – Biotech AAS degree Dr. Amrita Madabushi – Biotech/ Lab Animal Science Certificate
Business Administration Transfer	Dr. Shawn Lane - Business Administration Transfer- AS
Business – includes Management and Marketing	Dr. Shawn Lane- Business AAS; AOC Management and AOC Marketing
Computer Information Systems	Dr. Chima Ugah - Computer Information Systems-AAS; Information Technology Basic Skills AOC/Certificate
Computer Aided Drafting and Design	Yohannes Weldegiorgis - Computer Aided Drafting and Design – AAS; Computer Aided Draft & Design AOC/Certificate
Construction Supervision	Solomon Fakinlede - Construction Supervision-AAS; Construction Supervision AOC/Certificate

Realignment Update: Currently Baltimore City Community College uses a program review process that is a key institutional oversight function delegated by the Faculty Senate to the Program Review & Evaluation Committee (PREC). The process is currently housed and managed by academic affairs. However, the College is in the beginning stages of reviewing the current PREC process to ensure that all constituents (academic affairs, student affairs, institutional research, business and finance, technology, etc.) are embedded in the process to ensure a holistic approach to program review. The college will review the current process as a framework to develop and implement new processes that meet the needs of program review process collegewide.



BCCC Program Review and Evaluation Schedule

2017 – 2022 (2nd rotation)

Cycle II

Year I: 2017 - 18	Year II: 2018 - 19	Year III: 2019 – 20	Year IV: 2020 - 21	Year V: 2021 - 22
Dental Hygiene	Engineering Transfer	Accounting	Addiction Counseling	Arts and Sciences Transfer: Art
Health Information Technology	Robotics Technology/ Mechatronics	Biotechnology	Allied Human Services	Arts and Sciences Transfer: Mathematics
Legal Assistant	Cyber Security and Assurance	Business Administration Transfer	Early Childhood Education	Arts and Sciences Transfer: Music
Nursing	Paramedicine	Business – includes Management and Marketing	Office Administration Program Temporary Suspension requested-awaiting MHEC approval-check status as of 7/6/2017	Arts and Sciences Transfer: Psychology
Physical Therapist Assistant		Computer Information Systems	Fashion Design <i>Non-Compliant Rotation One--check status as of 7/6/2017</i>	Arts and Sciences Transfer: Science
Respiratory Care		Computer Aided Drafting and Design	Law Enforcement and Correctional Administration	Arts and Sciences Transfer: Theater
Surgical Technology		Construction Supervision	Mental Health Services	General Studies Transfer

			<i>Request for program sunset made— awaiting MHEC confirmation--check status as of 7/6/2017</i>	
Teacher Education Transfer			Elementary Education /Generic Special Education Prek-12	

Perpetual Program Review and Evaluation Periodic Calendar of Deadlines

Deliverables	Due Date	PREC	Office of Institution Research (OIR)	Office of Assessment	Coordinator	Associate Dean	Dean	SEC	VPAA	PRES/CEO	Board
Early Notification of Programs to be Assessed	<i>May 31</i>	PREC Chair	x	x	x	x	x	x			
Orientation, Document Review Sessions Monthly PREC Meetings and Monthly Reports to SEC	<i>Aug 31, -May 31,</i>	x									
Notification of Programs to be reviewed in current cycle	<i>By Sept 29</i>	PREC Chair	x	x	x	x	x	x			
Training –Part One= PREC Reviewers	<i>Oct 5</i>	PREC Chair, PREC Reviewers									
Training-Part Two- Program Coordinators, Assoc. Deans, Deans, Director of Assessment, OIR	<i>Oct 12</i>	PREC Chair	x	x	x	x	x				
PREC Chair meets with OIR and Director of Assessment	<i>By Oct 17</i>	PREC Chair	x	x							
PREC Reviewers schedule meeting with Program Coordinators: review process and answer questions	<i>By Oct 20</i>	X PREC Chair			x						
Program Coordinators begin Phase One	<i>Oct 21</i>				x						
Data for Worksheet sections III and IVc become available	<i>Oct 24</i>	PREC Chair receives data from OIR and	x		x						

Perpetual Program Review and Evaluation Periodic Calendar of Deadlines

Deliverables	Due Date	PREC	Office of Institution Research (OIR)	Office of Assessment	Coordinator	Associate Dean	Dean	SEC	VPAA	PRES/CEO	Board
		forwards it to PREC Reviewers and Program Coordinators									
Program Surveys (Student, Faculty Facilities, and Advisory Board) become available	Oct 31	PREC Chair receives data from OIR and forwards it to PREC Reviewers, Program Coordinators, and Associate Deans	x		x	x					
PREC Reviewers meet with Program Coordinators to review checklist status and follow up	By Nov 2	x			x						
PREC Chair meets with OIR and Director of Assessment as needed	By Nov 2	PREC Chair	x								
SLOA Data available from Assessment Office via TracDat	By Nov 14	PREC Chair receives data from Director of Assessment and forwards it to PREC Reviewers, Program Coordinators, and Associate Deans		x	x	x					
Complete Program Surveys (Student, Faculty Facilities)	By Nov 14	PREC Chairs notifies all that surveys are closed x	x		x	x					
OIR Data for	Nov 15	PREC Chair receives data	x		x	x					

Perpetual Program Review and Evaluation Periodic Calendar of Deadlines

Deliverables	Due Date	PREC	Office of Institution Research (OIR)	Office of Assessment	Coordinator	Associate Dean	Dean	SEC	VPAA	PRES/CEO	Board
Worksheet Section IV available		from OIR and forwards it to PREC Reviewers, Program Coordinators, and Associate Deans									
PREC Reviewers Meet with Program Coordinators to review checklist status and follow-up	<i>By Nov 16</i>	x			x						
OIR Data for Worksheet Sections IVa, IVb, V, Va, and Vb available	<i>Nov 21</i>	PREC Chair receives data from OIR and forwards it to PREC Reviewers, Program Coordinators, and Associate Deans	x		x	x					
Student Assessment of Faculty Teaching Survey results for Addenda –Program Coordinators retrieve this data	<i>By Nov 22</i>				x	x					
PREC Reviewers meet with Program Coordinators to review checklist Status and follow-up	<i>By Nov 22</i>	x			x						
Results of Surveys (except Advisory Board/ Committee)	<i>By Nov 23</i>	PREC Chair receives data from OIR and forwards it to PREC Reviewers, Program	x	x	x						

Perpetual Program Review and Evaluation Periodic Calendar of Deadlines

Deliverables	Due Date	PREC	Office of Institution Research (OIR)	Office of Assessment	Coordinator	Associate Dean	Dean	SEC	VPAA	PRES/CEO	Board
		Coordinators, and Associate Deans									
Program Coordinator meets with Program faculty, Associate Deans, and Deans for final review of Draft of Phase One-Worksheet	<i>By Nov 29</i>				x	x	x				
Draft of Phase One-Worksheet to Program Reviewer with signed transmittal forms (hardcopy and electronic version)	<i>By Nov 30</i>	x			x	x	x				
Draft of Phase One-Worksheet Reviewed by Program Reviewers	<i>By Dec 7</i>	x PREC Reviewers									
All revisions to Draft of Phase One Worksheet with signed transmittal forms to Program Reviewers (hardcopy and electronic version)	<i>By Dec 12</i>	x PREC Reviewers			x	x	x				
Draft of Phase One-Worksheet submitted to PREC Chair with checklist (hardcopy and electronic version)	<i>By Dec 12</i>	PREC Chair PREC Reviewers x									
Phase One Report to SEC	<i>By Dec 16</i>	PREC Chair						x			

Perpetual Program Review and Evaluation Periodic Calendar of Deadlines

Deliverables	Due Date	PREC	Office of Institution Research (OIR)	Office of Assessment	Coordinator	Associate Dean	Dean	SEC	VPAA	PRES/CEO	Board
Quality Control Review-Draft of Phase One Worksheet and checklist	By Jan 31	X PREC Chair PREC Reviewers									
Feedback to Program Coordinators from PREC Reviewers	By Feb 8	x PREC Reviewers PREC Chair PREC			x						
Final Phase One Worksheets Completed and forwarded to PREC Reviewers (hard copy and electronic copy)	By Feb 22	x			x	x	X Ensures that worksheets are completed by Coordinator / Associate Dean				
PREC Reviews Cycle V documents	By March 1	x PREC, PREC Chair PREC Reviewers									
Program Reviewers Forward Executive Summary and Recommendations (hard copy and electronic copy) to PREC Chair	By March 15	x PREC Reviewers PREC Chair									
PREC Reviews Executive Summary and	March 22	x PREC, PREC Chair									

Perpetual Program Review and Evaluation Periodic Calendar of Deadlines

Deliverables	Due Date	PREC	Office of Institution Research (OIR)	Office of Assessment	Coordinator	Associate Dean	Dean	SEC	VPAA	PRES/CEO	Board
Recommendations		PREC Reviewers									
Individual Program Meetings- discuss recommendations and review necessary changes	<i>By March 29</i>	x PREC Chair PREC Reviewers			x	x	x				
Devise Action Plans for Programs (one week turn around)	<i>By April 5</i>				x	x	x				
Individual Program Meetings to sign off on all documents (revised hard copy and electronic copy) to PREC Chair	<i>By April 12</i>	x PREC Chair PREC Reviewers			x	x	x				
PREC Meets to approve Final Docs	<i>By April 19</i>	x PREC, PREC Chair PREC Reviewers									
Finalized Report To SEC and Delivery of (Current Cycle Notebook	<i>By April 26</i>	PREC Chair						X Approve PREC Recs			
Final Report To VPAA	<i>By May 3</i>	PREC Chair						x Faculty Senate Pres	x		
VPAA's Final Report to President/CEO	<i>By May 10</i>								x	x	
Report Forwarded to Board	<i>By May 17</i>									x	x

CAREER PATHWAYS

LIBERTY CAMPUS

2901 Liberty Heights Ave.,
Baltimore, MD 21215

SOUTH PAVILION

2600 Liberty Heights Ave.,
Baltimore, MD 21215

HARBOR LOCATION

710 E. Lombard St.,
Baltimore, MD 21202

WORKFORCE DEVELOPMENT TRAINING CENTER

1819 Preston St.,
Baltimore, MD 21213

BIO PARK

801 West Baltimore St.,
Baltimore, MD 21201

REISTERSTOWN PLAZA CENTER

6764 A Reisterstown Rd.,
Baltimore, MD 21215



WORKFORCE DEVELOPMENT / CONTINUING EDUCATION <i>(Less than 12 months)</i>	CERTIFICATE <i>(LOWER DIVISION CERTIFICATE) 12 – 30 Credits</i>	ASSOCIATE DEGREE <i>(AAS, AA, AS, ASE) 60 – 74 Credits</i>
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BUSINESS, MANAGEMENT, FINANCE & PROFESSIONAL SERVICES



WORKFORCE DEVELOPMENT / CONTINUING EDUCATION <i>(Less than 12 months)</i>	CERTIFICATE <i>(LOWER DIVISION CERTIFICATE) 12 – 30 Credits</i>	ASSOCIATE DEGREE <i>(AAS, AA, AS, ASE) 60 – 74 Credits</i>
WORKFORCE COMPONENT COMING FALL 2019 Business Administration Services • Microsoft Office Certificate	N/A	• Business Administration Transfer • Business <ul style="list-style-type: none"> ◦ Marketing (AoC) ◦ Management (AoC) • Office Administration
N/A	• Accounting • Fashion Design	• Accounting • Fashion Design ◦ Retailing (AoC)

MANUFACTURING, CONSTRUCTION & ENGINEERING TECHNOLOGIES



WORKFORCE DEVELOPMENT / CONTINUING EDUCATION <i>(Less than 12 months)</i>	CERTIFICATE <i>(LOWER DIVISION CERTIFICATE) 12 – 30 Credits</i>	ASSOCIATE DEGREE <i>(AAS, AA, AS, ASE) 60 – 74 Credits</i>
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N/A	N/A	• Arts and Sciences Transfer <ul style="list-style-type: none"> ◦ Actuarial Science (AoC) ◦ Pure and Applied Mathematics (AoC)
	N/A	• Engineering Transfer • Electrical Engineering Transfer
N/A	• Robotics/Mechatronics Technology	• Robotics/Mechatronics Technology
Construction • Telecommunications Cabling • Pre-Apprenticeship	• Construction Supervision	• Construction Supervision

TRANSPORTATION DISTRIBUTION LOGISTICS



Transportation Programs • Warehouse Logistics Associate • Drivers Education / CDL	• Transportation, Supply Chain Management	• Transportation, Supply Chain Management
Automotive Technician • Diesel Technician • Service Technician	N/A	N/A

VISUAL & PERFORMING ARTS/ GENERAL STUDIES



N/A	N/A	• Arts and Sciences Transfer <ul style="list-style-type: none"> ◦ Art (AoC) ◦ Music (AoC) ◦ Theatre (AoC) • General Studies Transfer
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HUMAN SERVICES, LAW ENFORCEMENT & HOSPITALITY



WORKFORCE DEVELOPMENT / CONTINUING EDUCATION <i>(Less than 12 months)</i>	CERTIFICATE <i>(LOWER DIVISION CERTIFICATE) 12 – 30 Credits</i>	ASSOCIATE DEGREE <i>(AAS, AA, AS, ASE) 60 – 74 Credits</i>
WORKFORCE COMPONENT COMING FALL 2019 • Addictions Counseling • Allied Human Services • Special Education Assistant	N/A	• Addictions Counseling • Allied Human Services • Elementary Education/Generic Special Education Pre K-12 (AAT) • Teacher Education Transfer • Arts & Science Transfer ◦ Psychology (AoC)
Law Enforcement & Corrections • Contract Training	N/A	• Law Enforcement and Correctional Administration
Paralegal Court Reporting • Contract Training	N/A	• Legal Assistant
Childcare Training Programs	• Early Childhood Education	• Early Childhood Education
Hospitality	• Customer Service (AHLEI certification)	N/A

INFORMATION TECHNOLOGY & CYBER SECURITY



Pre-Cyber Security • IT Essentials • A+ Certification	• Information Technology Basic Skills	• Computer Information Systems
• Net+ Certification • Security + Certification	• Cyber Security and Assurance	• Cyber Security and Assurance

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

- BUSINESS, MANAGEMENT, FINANCE AND PROFESSIONAL SERVICES
- HEALTH AND BIOSCIENCES
- HUMAN SERVICES AND LAW ENFORCEMENT
- INFORMATION TECHNOLOGY AND CYBER SECURITY
- MANUFACTURING, CONSTRUCTION AND ENGINEERING TECHNOLOGIES
- TRANSPORTATION DISTRIBUTION LOGISTICS
- VISUAL AND PERFORMING ARTS/GENERAL STUDIES

All programs are subject to change.





Baltimore City College
CTE Innovation Grant Submission
CADD LDC

A. Describe the activity and the need to implement it:

1. Describe the CTE Curriculum Framework aligned to the CTE Pathway:

This project develop a Computer Aided Drafting and Design (CADD) curriculum framework aligned to the CTE pathway for selected senior students from five Baltimore City Public Schools (BCPS) high schools to Baltimore City Community College (BCCC) by implementing the recently launched new CADD certificate curriculum. Innovative activities include:

- Selected BCPS senior students earn dual articulated credit (up to 9 college credits) towards the CADD certificate program at BCCC for successfully completing three CADD courses (Drafting I, Drafting II, and Drafting III) offered at BCPS high schools;
- CADD CTE pathway students will take the remaining three courses (PRE 100, CADD 111 and CADD 211) required for CADD certificate program during summer 2019 at BCCC.
- CADD CTE pathway program team will assist students obtain internship with industry partner;
- Graduates of the CADD certificate CTE pathway program will have the option of joining the workforce or to continue with the CADD AAS degree program at BCCC by transferring 100% of credits earned in the CADD certificate program without losing any time and resources.

2. Fiscal Sponsor:

Baltimore City Community College is the fiscal agent for this project.

3. Economic Need for program:

The Maryland Department of Labor, Licensing, and Regulations Maryland Occupational job outlook for 2012-2022 projects 3,303 openings for drafters, engineering technicians, and mapping technicians. During the same decade Maryland occupational job outlook projects 18,019 openings for architecture and engineering occupations.¹

The Baltimore Regional Talent Development Pipeline Study 2013 reports that most of the growth in the business services sector is expected to come from the architecture and engineering, computer systems design, consulting services, research and development, and corporate and divisional headquarters industries. Each of these industry categories will contribute over 1,000 new jobs to the regional economy between 2012 and 2020. For business services from 2012-2020 the pipeline study projects 46,787 in total hiring demand including turn over. Within the business services sector the study finds engineering technicians and drafting occupations as

one of three groups of occupations that offer good potential for career pathways development. According to the pipeline study between 2012 and 2020 employers in the region are expected to hire nearly 1,500 jobs in high-paying engineering technology and drafting occupations.²

Graduates of the CADD certificate program are qualified for employment as CADD associates, working alongside engineers and architects in the modern design process. Occupations using these skills include engineer, designer, drafter, manufacturer, assembler and fabricator, interior designer, animator, CADD programmer, and others.

Maryland Statewide Wage Estimates ³		
	Entry wage	Median wage
Architectural & Civil Drafters	\$45,516	\$58,803
Electrical & Electronics Drafters	\$40,019	\$59,092
Mechanical Drafters	\$41,781	\$58,388
Drafters, All Other	\$37,705	\$58,777

¹Data from Maryland Department of Labor, Licensing, and Regulations Maryland Occupational Projections <http://www.dllr.state.md.us/lmi/iandoproj/occgroupl7.shtml> (visited September 3, 2018).

²Data from the Baltimore Regional Talent Development Pipeline Study 2013, <https://gbc.org/wp-content/uploads/2015/03/Opportunity-Collaborative-Baltimore-Regional-Talent-Devt-Pipeline-Study.pdf> (visited September 3, 2018)

³Data from Maryland Department of Labor, Licensing, and Regulations Maryland Occupational Wage Estimates: Architecture and Engineering Occupations <https://www.dllr.state.md.us/lmi/wages/page0008.htm> (visited September 3, 2018)

4. CTE Pathway Program Development

a. Academic and technical course sequence:

Curriculum framework for BCPS to BCCC articulated CADD CTE pathway courses

BCPS CTE Program	BCCC CTE Program
------------------	------------------

Computer Aided Technical Drafting (CADD)	Computer Aided Drafting and Design (CADD) AAS Degree Computer Aided Drafting and Design (CADD) Certificate
CADD/Drafting I	CADD 101: Introduction to CADD
CADD/Drafting II	CADD 205: CADD Engineering Drawing I
CADD/Drafting III	CADD 112: CADD Architectural Applications I

CADD CTE Pathway program of study

Computer Aided Drafting and Design (CADD) Lower Division Certificate at BCCC

Program Description: CADD LDC prepares students with the skills necessary to become engineering and architectural drafters.

Computer Aided Drafting and Design Certificate			
Course	Course Title	Credits	Prerequisites
PRE 100	Preparation for Academic Achievement	1	None
CADD 101	Introduction to CADD	3	Permission of CADD Coordinator
CADD 111	CADD Applications	3	Permission of CADD Coordinator
CADD 112	CADD Architectural applications I	3	CADD 101
CADD 205	CADD Engineering Drawing I	3	CADD 101
CADD 211	CADD Civil Applications	3	CADD 101 or CADD 111
Program Total		16	

b. List the partnering school system, postsecondary institution and industry partner:

Baltimore City Community College (BCCC) CTE programs

- Computer Aided Drafting and Design AAS degree
- Computer Aided Drafting and Design Certificate

Baltimore City Public School CTE Programs

- Computer Aided Technical Drafting (CADD)
 1. Mergenthaler Vocational Technical High School
 2. Augusta Fells Savage Institute of Visual Arts High School
 3. Patterson High School
 4. Edmondson Westside High School
 5. Carver Vocational Technical High School

Industry Partner: Johnson, Mirmiran & Thompson (JMT) Engineering

c. Indicate to which postsecondary program the CTE pathway aligns:

The CTE pathway aligns with the CADD certificate program at BCCC.

d. Describe the opportunities for secondary students to be dually enrolled and/or to earn dual credit:

Selected BCPS high school senior students will have the opportunity to earn dual articulated credit (9 college credits) towards the CADD certificate program for successfully completing three CADD courses (Drafting I, Drafting II, and Drafting III) offered at BCPS high schools and enroll at BCCC during summer 2019 to take PRE 100, CADD 111 and CADD 211 to graduate with a CADD certificate.

e. Include a letter of support from the industry partner(s) detailing their role in the pathway development:

Industry partner from JMT engineering will advise CADD CTE pathway grant team on industry standards, competencies, curriculum, CADD software/hardware, serve as guest speaker, and assist with CADD internship opportunities for students as they become available. See attached letter of support.

f. License or industry-recognized credential:

Students in the CTE pathway will earn a CADD certificate by completing a total of 16 credits which qualify for entry-level CADD job position in the engineering and architecture industry.

B. Plan of Operation, Timeline and Key Personnel

Roles and Responsibilities	Key Personnel
CADD CTE pathway project leader	Dr. Yohannes Weldegiorgis, Professor and CADD Program Coordinator, BCCC
CADD Certificate program development and approval	Dr. Yohannes Weldegiorgis, Professor and CADD Program Coordinator, BCCC Completed August 2018
Setup and convene CTE pathway program advisory committee (PAC)	Dr. Yohannes Weldegiorgis, Professor and CADD Program Coordinator, BCCC September 2018
Advise CTE pathway team on industry standard, competencies, curriculum, software/hardware, serve as guest speaker, and assist with internship opportunities for students	Mr. Karl Sumwalt, Corporate CADD Manager, JMT Engineering September 2018 to June 2019

<p>Vetting and enhancing the new CADD certificate program at BCCC</p>	<ul style="list-style-type: none"> • Dr. Yohannes Weldegiorgis, Professor and CADD Program Coordinator, BCCC • Mr. Karl Sumwalt, Corporate CADD Manager, JMT Engineering • Mr. Nathaniel Dunlap, CADD Instructor Mergenthaler Vocational Technical High School • Mr. Raymond Bennett, CADD Instructor Augusta Fells Savage Institute of Visual Arts High School • Mr. Chris Scholz, CADD Instructor Patterson High School • Mr. Byron Rouse, CADD Instructor Edmondson Westside High school • Mr. Davis, CADD Instructor Carver Vocational Technical High School • Mr. Joseph Barnhart, Mechanical Engineering Instructor Carver Vocational Technical High School <p style="text-align: center;">September 2018</p>
<p>Identification of instructor qualification at BCCC</p>	<p>Dr. Yohannes Weldegiorgis, Professor and CADD Program Coordinator, BCCC September 2018 to June 2019</p>
<p>Identification of professional development needs for CADD instructors</p>	<p>CTE Pathway team from BCCC and BCPS September 2018</p>
<p>Identification of equipment, software, hardware and supply needs at BCCC</p>	<p>Dr. Yohannes Weldegiorgis Professor and CADD Program Coordinator, BCCC September 2018</p>

Setup criteria for senior student selection to the CADD CTE pathway program	BCPS faculty and Dr. Yohannes Weldegiorgis September 2018 to June 2019
Selecting BCPS senior CADD students for the CADD CTE pathway program at BCCC	BCPS faculty and Dr. Yohannes Weldegiorgis September 2018 to June 2019
Teaching the three articulated CADD courses CADD/Drafting I, CADD/Drafting II, and CADD/Drafting III. (BCCC course equivalent to CADD 101, CADD 112 and CADD 205)	BCPS CADD faculty September 2018 to June 2019
Teaching PRE 100, CADD 111 and CADD 211 courses to CADD CTE Pathway students	BCCC Faculty June 2018 to August 2018
Provide CADD course enhancement to BCPS CTE pathway students	Dr. Yohannes Weldegiorgis and CADD adjunct faculty from BCCC September 2018 to June 2019
Provide monthly professional development workshops to BCPS CADD teachers	Dr. Yohannes Weldegiorgis Professor and CADD Program Coordinator, BCCC September 2018 to August 2019

1. Program Advisory Committee (PAC):

The CADD program at BCCC has program advisory committee (PAC) represented from BCPS high school CADD instructors, BCCC CADD faculty, and industry representatives from the engineering and architectural businesses in the Baltimore region. The CADD CTE pathway program will use the existing PAC and will meet twice a year. See attached PAC list.

2. Identifying the industry standards and/or competencies:

The industry partner and PAC members from the industry will advise the CADD faculty at BCCC and BCPS on industry requirement, competencies, software/hardware technology and job/ internship opportunities for students.

3. Curriculum development:

The new CADD certificate program just launched in fall 2018 at BCCC will be implemented for the project.

4. Identification of instructors' qualifications:

The CADD program coordinator at BCCC will identify instructor qualifications in consultation with PAC members to meet the skills/experience with specific CADD software applications needed to teach the courses.

5. Professional development needs for instructors:

Professional development activities include CADD faculty to attend the Autodesk University (AU) annual conference in Las Vegas.

6. Equipment needs:

Equipment needs at postsecondary level include purchase of Dell laptop for BCCC faculty to provide monthly professional development workshop to BCPS faculty and course enhancements to BCPS CTE pathway students. BCCC faculty will arrange 3D printing workshop to BCPS students and instructors. Software needed for classes and for 3D printer will be installed on the laptop.

C. Evaluation

1. What measurable improvements are expected to occur once the program/activity has been fully implemented:

Improvements expected after the program has been fully implemented include an increase in the number of underrepresented students gaining technical skills attainment, increase in number of students earning a lower division CADD certificate, increase in retention of CTE concentrators, increase in job placement and/or transfer to CADD AAS degree program.

2. What data will be reviewed to indicate that the program/activity has had the intended effects?

Data for percentage of CTE concentrators who attained a technical skill assessment, data on number of students earned CTE CADD lower division certificate, and number of students placed on jobs/internship and/or transfer to the CADD AAS degree will be reviewed.

3. Not applicable

4. For secondary CTE Pathways:

I. How will this CTE program contribute to increasing CTE program completion rates, earning industry recognized credentials and/or completing a Registered or Youth Apprenticeship to meet the goal of attaining 45% by 2025 (More Jobs for Marylanders Act)? Please provide baseline data for these measures along with projected growth rates.

The CADD CTE pathway contributes to the more jobs for Marylanders act by providing opportunities for high school students to be dually enrolled and/or gain dual credits for classes taken at the high school which in turn increases the number of CTE students earning a LDC or AAS degree in CADD.

II. How will this CTE programs contribute to increasing dual completion (completion of a

CTE program and USM requirements) rates. Please provide baseline data for this measure along with projected growth rate.

The CADD CTE pathway program will save time and resources for students and offers an increase in dual completion rates by providing a 100% transfer options for both high school CADD courses to CADD certificate program at BCCC as well as 100% credit transfer from CADD certificate to the CADD AAS degree.

D. Business Plan/Budget Narrative:

Upgrade equipment and software in the BCCC CADD lab to provide higher-level technical development skills. CADD CTE pathway students will be trained with the most up to date software technology to qualify for current industry requirements.

- a) **Equipment:** include purchase of a Dell Inspiron 17 5000 laptop computer for student professional development presentations - \$1,100.
- b) **Software:** upgrade MicroStation software subscription with Bentley Systems and SolidWorks 2019-2020 education software upgrade with Amtek Company. 22 @ \$50 = \$1,100 per year and SolidWorks 2019-2020 education software upgrade with Amtek Company 45 pack license for \$2,400. Software total = \$3,500.
- c) **Contractual services:** Canon IPF 780 plotter maintenance service renewal with Advance Systems. 12 @ \$84/month = \$1,008.
- d) **Supplies:** Purchase large size drawing papers and set of ink supplies for the Cannon IPF 780 plotter from Advance Systems \$1,300 and Mojo 3D printer material supplies from Amtek Company \$2,000. Supplies total = \$3,300.
- e) **Professional Training:** provide BCCC CADD faculty trainings to enhance skills for current industry standards and software updates by attending the Autodesk University (AU) annual conference in Las Vegas. \$3,235 total.
 - Registration \$1,750
 - Lodging (3 nights)..... \$900
 - Flight.....\$400
 - Ground transportation.....\$50
 - Food..... \$135
- f) **Faculty Stipends:** BCCC CADD faculty/adjunct faculty provides monthly professional training workshops to five BCPS high school CADD teachers and course enhancement to CTE pathway students. 12 @ \$500 = \$6,000.
- g) **Consulting services:** Industry partners provide consulting services to CTE career pathway team members. 6 @ \$500 = \$3,000
- h) **Marketing:** publicizing the CADD CTE pathway program to the community on a website, through social media, or other means. Estimated cost \$5,000.
- i) **Administrative costs:** not to exceed 5% of the total grant including indirect costs. 5% of \$26,143 = \$1,308
- j) **Other potential costs:** out of state professional development travel for BCPS CADD instructors. 5 @ \$3,235 = \$16,175



Baltimore City College

CTE Innovation Grant Submission

Integrated “Classroom/Field” Project in Construction Supervision

A. Activity and Need:

1. CTE Curriculum Framework:

The “Integrated Classroom/Field Project in Construction Supervision” consists of students that are dual enrolled in the Baltimore City Public Schools (BCPS) and Baltimore City Community College (BCCC). The project will use a combination of classroom teaching and internships to facilitate students’ completion of a Construction Supervision (lower division) Certificate with 30 college credits. Participation in internships will be facilitated by the Program Coordinator and key industry partners. The project will enroll participants in a Construction Safety and Loss Prevention course, and the *OSHA 30* occupational safety industry certification. Such training will enhance participants’ prospects for immediate employability, expedite their completion of a lower division certificate and deliver required construction industry skills after an internship.

The project will be executed by selecting students from BCPS CTE programs who will dual-enroll in BCCC Construction Supervision classes as cohorts. A career pathway exists between BCPS and the BCCC construction program. The pathway allows high school students to earn credits toward a college degree or certificate toward and further provides for dual enrollment into various other programs at BCCC. The project will train up to 40 students per academic year (20 students per semester) and can be sustained indefinitely.

Certification/ Industry Credentials:

Participants will earn a lower division Certificate in Construction Supervision, an approved (vetted) program by the Maryland Higher Education Commission conferring 30 college credits. Completers of the program will also earn a second industry credential issued by the federal Occupational Safety and Health Administration (OSHA). Participants with OSHA 30-hour safety training will receive the stated industry certification. These combined credentials add value to the skills acquired through education and internships. Furthermore, the credits earned through the project are stackable and can be applied toward an Associate of Applied Science degree in Construction Supervision at BCCC or used toward a 4-year degree.

OSHA 30-Hour construction certification is a professional safety program for construction employees and includes training in the following areas:

- Major fall, caught-in-between, struck-by and electrocution hazards (OSHA Construction Focus Four)
- Protection from crane hazards
- Steel structure hazards
- Confined space hazards
- Fire hazards
- Activities that may cause Musculoskeletal Disorder (MSD) and Rhythmic Movement **Disorder** (RMD) Injuries

- Choosing and using appropriate PPE (Personal Protective Equipment)

Enhance job skills and employability: Participants in this project will acquire practical skills in construction since they will be enrolled in an internship with participating employers. The employers will provide specific construction field experiences relevant to the courses offered. The BCCC Program Coordinator will establish supervisory hours in collaboration with participating employers during the internship, facilitating teaching and learning in a coordinated fashion. The project will lead to the Construction Supervision lower division Certificate and OSHA-30 credentials, completers will be able to secure employment with partners or other construction companies in the state of Maryland or any other part of the country.

Participating schools will be:

- Edmondson Westside Skills Center** – a Career Technical Education High School with approximately 900 students. The school offers Construction, Carpentry, Computer Aided Design and other construction-related courses as part of its Career Technical Education course of study.
- Carver Vocational-Technical High School** with over 800 students, offers construction and construction-related classes as part of a Career Technical Education course of study.
- Mergenthaler Vocational-Technical High School** – with over 1,500 students, offers construction and related classes as part of a vocational technical education program. The school offers Construction, Electrical and other construction related courses.

Leading Industry Partners:

Dependable Construction Company

DEPENDABLE CONTRACTING & RECYCLING, LLC

Construction & Project Management Consultation

6109 Windsor Mill Road, Baltimore, MD 21207

Phone: 443-310-7025

Dependable Construction has completed numerous private, City, and State contracts since incorporating in 1999. The company has also increased its visibility and capabilities by obtaining several licenses and certifications which include:

- Maryland Home Improvement Commission License (MHIC) (1999 to present)
- Maryland State WBE/MBE Certification (2006 to present)
- Maryland Department of Environment (MDE) Lead Abatement Contractors Certification (2001 to present)
- MDE Lead Supervisors Certification (2001 to present)

Byron Davis t/a INFINITY POWER

280 E. Thompson Avenue

Glen Burnie, MD 21060

Phone: 443-261-7085 /443 942 8748

Infinity Power Company has been in electrical construction contracting for over 40 years, having completed many projects in the Baltimore metropolitan area including: commercial, residential, reconstruction, new construction and electrical maintenance.

Infinity Power is an electrical services company providing all levels of electrical power service and maintenance in new installations to all levels of project requirements. The Infinity Power team includes Master electricians with over 120 years of combined experience in electrical power installations. The teams have performed electrical installations throughout the Baltimore/Washington metro areas. They are prepared to execute BCCC project as master electricians with professionalism, superior craftsmanship, on-time delivery, within budget, and according to specifications and standards.

JPC Construction Company

PJC Construction
1432 Montrose Street
Philadelphia, PA 19146

PJC Construction Company is a Maryland licensee contractor (MHIC 80759) with over 22 years' experience in residential renovations and construction works in the Baltimore region. We are pleased to collaborate with Baltimore City Community College in the development and execution of the CTE Innovation Grant.

Partners will contribute the following values:

- i. Recruiting participants into the project
- ii. Placement of participants in internships
- iii. Facilitating mobility of participants from respective schools/homes to the internship facilities
- iv. Facilitating collaboration with other employers that are in partnerships with the existing partners/companies
- v. Facilitating full-time employment of the Program participants
- vi. Assisting in training during internships
- vii. Serve as Construction Supervision career liaison with the construction
- viii. industry and high schools, for continuous recruitment and placement of
- ix. participants into career positions.

Implementation strategy:

- i. The Program Coordinator will select a number of participants from the listed high schools to enroll in selected Construction Supervision classes based on educational plan for the Certificate Program.
- ii. Students will dual enroll in these courses. This means, they will enroll at BCCC while still attending high schools.

- iii. Participating industry partners will provide students with internship opportunities.
- iv. Program Coordinator will supervise the students and provide accelerated learning opportunities by combining using practical approach to facilitate teaching.
- v. Partners will provide full time job opportunities upon completion of the program
- vi. Students will earn Lower division College Certificate in Construction Supervision with 30 college credits.
- vii. Participants will earn industry certification in Construction safety- OSHA 30. This is conducted by Occupational Safety and Health Administration (OSHA).
- viii. Credits can be applied to earn Associate Degree in Construction Supervision or transferred to 4-year college.

Industry Certification –

OSHA 30 – Occupational Safety and Health Administration’ 30-hour safety certification: The construction industry values safety since the jobs performed could be risky, if high safety precautions are not taken.

CON 111 – Construction Safety and Loss Prevention - Participants will take CON 111 – Construction Safety and Loss Prevention, a 3 credit college course and will thereafter complete OSHA 30 certification through Occupational Safety and Health Administration (OSHA).

1. Fiscal Agent

Baltimore City Community College (BCCC), Business and Technology Department, Construction Supervision Program has an approved articulation agreement with BCPS for dual enrollment of the high school students. The agreement allows articulation of credits in Internship to students who have completed the required hours in the construction field. The project will further advance this articulation opportunity by aligning the high students with our industry partners to obtain internship while enrolled in courses that would lead to Construction Supervision Certificates.

2. Economic Need

Construction is one of the leading employers of labor. In particular, we our industry partners have always indicated their preferences for employing graduates of our Construction Supervision Program. Blow is the data from the Department of Labor on construction job openings.

Upon the completion of this project, participants will receive Construction Supervision Certificate. Typical employment positions based on state of Maryland’s Department of Labor, Licensing, and Regulations (DLLR) for completers are embedded in each of the categories listed in the data chart below. The actual positions are: Assistant Project Superintendents, Assistant Construction Project Managers, Helpers in each of the major categories of:

Most Applicable Construction Supervision Category	Projected Openings (2016-2026)
---	--------------------------------

Construction Managers	11,068
Construction Trade Workers	120,834
First Line Supervisors	18,256
Supervisors of Construction and Extraction	18,259

The above table is an extraction from the full table of general construction data from Maryland Department of Labor. Please see full table below. Retrieved from: <https://www.dlhr.state.md.us/lmi/iandoproj/maryland.shtml>

Maryland Long Term Occupational Projections (2016 - 2026)

Occupation (keyword search):

Number of Openings: 738 (211,284) Percent Change: 18.89% (75.28%)

Occupation	2016	2026	Change	Pct Change
Construction Laborers	27,178	30,227	3,051	11.23%
Construction Managers	10,115	11,068	953	9.42%
Construction Trades Workers	109,171	120,834	11,663	10.68%
Construction and Building Inspectors	2,846	2,962	116	4.08%
Construction and Extraction Occupations	141,670	158,409	11,739	10.40%
Construction and Related Workers, All Other	752	819	67	8.91%
First-Line Supervisors of Construction Trades and Extraction Workers	10,451	10,259	-192	-1.84%
Helpers, Construction Trades	7,052	7,863	811	11.50%
Helpers, Construction Trades, All Other	907	1,007	100	11.03%
Operating Engineers and Other Construction Equipment Operators	5,510	8,087	2,577	46.77%
Other Construction and Related Workers	7,051	8,311	1,260	17.87%
Painters, Construction and Maintenance	8,512	9,470	958	11.25%
Supervisors of Construction and Extraction Workers	18,151	18,259	108	0.59%

Reference: Maryland Department of Labor. Retrieved from: <https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml>

4. For CTE Pathway Program Development:

a. Academic and Technical Course Sequence

Below is the Construction Supervision Certificate and the Associate Degree (AAS) of the Baltimore City Community College. Despite that this project targets the Certificate Program, all credits earned are stackable and can be used toward attainment of AAS degree in Construction Supervision.

See below:

CONSTRUCTION SUPERVISION CERTIFICATE

Construction Supervision – M401

CATALOG DESCRIPTION OF PROGRAM:

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

COURSE	CURRENT SEQUENCE	CREDITS	PREREQUISITES	SEMESTER	GRADE
1st Semester:					
PRE 100	Preparation for Academic Achievement	1	None		
ENG 101	English Writing	3	ENG 82 or RENG 80		
CCN 101	Introduction to Construction	3	ENG 82 or RENG 80		
CCN 104	Construction Methods and Materials	3	ENG 82 or RENG 80		
CCN 107	Blueprint Reading	3	ENG 82 or RENG 80		
MAT 128	Pre-calculus College Algebra	4	MAT 82 or MA 182; ENG 82 or RENG 80		
Semester Credits:		17			
Summer:					
IA 31101	Introduction to CAD	3	Permission of CADD Program Coordinator		
CON 210	Construction Estimating	3	CON 101; CCN 104; CON 107; ENG 101; MAT 128		
Summer Credits:		6			
2nd Semester:					
COV 222	Scheduling, Planning and Cost Control	5	CON 210		
CON 204	Construction Contracts and Documents	3	CON 210		
CON 216	Computer Applications in Construction	1	CADD 101; CON 210		
Semester Credits:		9			
PROGRAM TOTAL:		30			

Advisor Signature: _____ Date: _____

Student Signature: _____ Date: _____

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

CATALOG DESCRIPTION OF PROGRAM:

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

COURSE	CURRENT SEQUENCE	CREDITS	PREREQUISITES	SEMESTER	GRADE
1st Semester					
PRE 100	Preparation for Academic Achievement	1	None		
CON 101	Introduction to Construction	3	ENG 82 or RENG 82		
CON 104	Construction Methods and Materials	3	ENG 82 or RENG 82		
CON 107	Blueprint Reading	3	ENG 82 or RENG 82		
ENG 101	English Writing	3	ENG 82 or RENG 82		
Semester Credits		13			
2nd Semester					
CON 111	Occupational Safety and Loss Prevention	3	CON 101; CON 104; CON 107		
ECO 201	The American Economy I: Macroeconomic Theory	3	ENG 82 or RENG 82		
ENG 102	Introduction to Term Paper and Research Methods	3	ENG 101		
MAT 128	Pre-Calculus II: College Algebra	4	MAT 82 or MAT 81; ENG 82 or RENG 82		
SES-Elective	Gen. Ed. Req. Social & Behavioral Sciences	3	Depends on course chosen		
Semester Credits		16			
Summer					
HLF-Elective	Health and Life Fitness Course	2	None		
Semester Credits		2			
3rd Semester					
ADCT 221	Principles of Financial Accounting	3	MAT 81 or MAT 82		
CON 210	Construction Estimating	3	CON 101; CON 104; CON 107; ENG 101 MAT 128		
CADD 101	Introduction to CADD	3	Perm. of CADD Program Coordinator		
MGMT 190	Principles of Supervision	3	None		
Semester Credits		12			
4th Semester					
CON 222	Scheduling, Planning and Cost Control	3	CON 210		
CON 224	Construction Contracts and Documents	3	CON 210		
CON 263	Construction Internship	3	Perm. from Cons. Sup. Program Coordinator		
CON 275	Computer Applications in Construction	1	CADD 101; CON 210		
BPS-Elective	Biological and Physical Sciences with lab	4	Depends on course chosen		
SP 101	Fundamentals of Speech Communication	3	ENG 82 or RENG 82		
Semester Credits		17			
PROGRAM TOTAL		60			

Advisor Signature: _____ Date: _____

Student Signature: _____ Date: _____

The partnering school system is Baltimore City Public School (BCPS). The Construction Supervision Coordinator currently collaborates with the identified schools for recruitment and advisement.

In addition, courses taken in Construction, Electrical, Plumbing, and Carpentry are written into the articulation agreements between BCPS and BCCC for the purposes of credit articulation. The CTE Innovation project will further enhance articulation and graduation rates of students in these high schools, thereby increasing their academic and economic values to the Baltimore Region and the state of Maryland. We have therefore identified these schools as targets of our recruitment and collaboration. They are:

List of participating partnering high schools

Edmondson Westside Skills Center

501 N Athol Avenue,
Baltimore, MD 21229

Carver Vocational-Technical High School

2201 Presstman Street,
Baltimore, MD 21216

Mergenthaler Vocational-Technical High School

3500 Hillen Road,
Baltimore, MD 21218

List of Industry Partners

Dependable Construction Company

DEPENDABLE CONTRACTING & RECYCLING, LLC

Construction & Project Management Consultation

6109 Windsor Mill Road, Baltimore MD 21207

Phone: 443-310-7025

Dependable Construction has completed numerous private, City, and State contracts since incorporating in 1999. The company has also increased its visibility and capabilities by obtaining several licenses and certifications which include:

- i. Maryland Home Improvement Commission License (MHIC) (1999 to present)
- ii. Maryland State WBE/MBE Certification (2006 to present)
- iii. Maryland Department of Environment (MDE) Lead Abatement Contractors Certification (2001 to present)

MDE Lead Supervisors Certification (2001 to present)

Below is an excerpt from Dependable letter of support.

“Our organization has been in construction for over 20 years and we have completed various projects, including but not limited to the following:

- i. Complete renovation of 48-unit Multifamily Dwelling in Park Heights area of Baltimore City
- ii. Multi-Million Dollar 16,000 square feet total renovation project for an Embassy in Washington DC

- iii. Over 70 renovations of Victorian residential homes in the Gwynn oak area of Baltimore city
- iv. Multiple commercial razing projects throughout the Baltimore metro area
- v. Projected for 2018/2019 (2) 20,000 square feet commercial devilmnt projects/multiple residential renovation projects

We have collaborated and assisted over 20 interns per year since 2010 and we have collaborated in internship development of Baltimore City Community College students in the past (2012- 2014). We are uniquely qualified to offer internship training to your students, since we have large construction projects currently in execution”.

Byron Davis t/a INFINITY POWER

280 E. Thompson Avenue

Glen Burnie, MD.21060

Phone: 443-261-7085 /443 942 8748

Infinity Power Company is an organization that has been in electrical construction for over 40 years and they have completed many projects, in the Baltimore metropolitan area including: Commercial, residential, reconstruction, new construction and electrical maintenance.

Infinity Power is an electrical services company providing all levels of electrical power service, and maintenance in new installations to all levels of project requirements. The Infinity Power team includes Master electricians with over 120 years of combined experience in electrical power installations. The teams have performed electrical installations throughout the Baltimore /Washington metro areas. They are prepared to execute BCCC project as master electricians with professionalism, superior craftsmanship, on-time delivery, within budget, and according to specifications and standards.

JPC Construction Company

PJC Construction Company is a Maryland licensee contractor (MHIC 80759) with over 22 years’ experience in residential renovations and construction works in the Baltimore region. We are pleased to collaborate with Baltimore City Community College in the development and execution of the CTE Innovation Grant.

c. Indicate to which postsecondary program the CTE pathway aligns; *(insert your text below)*
Construction Supervision

Program aligns with BCPS CTE **Construction Programs** for all the identified schools:

d. Describe the opportunities for secondary students to be dually enrolled and/or to earn dual credit:

Baltimore City Public School System (BCPS) has an on-going articulation agreement with Baltimore City Community College that allows the students of the school system to dual enroll at the College. Several BCPS schools are career technical schools, which offer construction and construction-related courses.

e. Include a letter of support from the industry partner(s) detailing their role in the pathway development (e.g. identifying skill standards; providing internships/apprenticeships); and

(insert your text below)

***Please see attachments for letters of support.**

As discussed recently with the Program Coordinator during our CTE Grant Proposal meeting, our participation will increase the value of your competencies and offer internship to the students, during the project. In addition, we bring the following values to the table:

- **Recruitment of participants into the project.**
- We have good presence in the Baltimore City Public school system and our Company has made various presentations to the schools to assist the students. We will be recruit participants for this project as a result of the collaboration with have developed with the schools.
- **Placement of participants in internships.**
- We currently have series of projects where we place our licensed employees and participants in this project will be placed alongside the employees for internship training to facilitate the classroom teaching.
- **Facilitating mobility of participants from respective schools/homes to the internship**
- **Facilities**
- We have abilities to mobilize the participants from their respective homes to the job sites. We will assess each student base on his/her needs
- **Facilitating collaboration with other employers that are in partnerships with the existing partners/companies.**
- We work with various employers, who are subcontractors and who are willing to participate in the project. We will be able to work with each subcontractor to develop a conglomerate of employers for this project.
- **Facilitating full-time employment of the Program participants.**
- Upon completion of the project, students will earn Certificate in Construction Supervision. We will offer employment to some of the participants and assist the others in obtaining employment in the industry.
- **Assisting in training during internships**
- During internship, our company will be available to jointly develop an on-site training and mentoring schedule and technical skills with the Program Coordinator. This approach will help the project to achieve its main goal of delivering construction education with a combined classroom and on-site education.
- **Serve as Construction Supervision career liaison with the construction industry and high schools, for continuous recruitment and placement of participants into career positions.**
- The Liaison officer will work with extensive list of subcontractors and other partners, who we may be seeking or who currently work with us. He/she will be able to serve as industry contact person, a recruitment and field officer, who will provide constant connection and establish opportunities between the Construction Supervision Program and the students in high schools or others from apprenticeship centers. He/she will assist in placing future participants into construction companies or into the construction supervision program.

f. Identify the license or industry-recognized credential (license or certificate) that students will earn upon completion of the pathway and/or identify the registered apprenticeship to which the CTE

Pathway aligns. Explain how the credential is valued by Maryland businesses and industries and prepares students to successfully compete in a global economy. *(insert your text below)*

Upon completion of this pathway, participants will earn Lower division Certificate in Construction Supervision.

1. Construction Safety Certification - OSHA 30, conducted by Occupational Safety and Health Administration.
2. Participants will earn 30 credits toward the completion of a college degree in Construction
3. Supervision Associate of Applied Science (AAS) degree, if they choose to continue their education.

B. Plan of Operation, Timeline and Key Personnel

Below is a chart of **operations’ plan, including timeline and key personnel**. Each item is further detailed after the chart.

Description	Responsible personnel	Timeline
<p>1. Convening of a Program Advisory Committee (PAC) with representation from secondary, postsecondary and industry. See below for list of PAC</p>	<p>BCCC Program Coordinator. Construction Advisory Committee already exist and will be expanded.</p>	<p>10/15/18 First meeting to be conveyed.</p>
<p>3. Curriculum development or vetting high-quality curriculum that can be implemented in lieu of developing new curriculum. Completed. This Project uses existing Construction Certificate. A review of implementation strategy of the project will be conducted with partners within one week of approval of the grant. See below for Education Plan.</p>	<p>BCCC Program Coordinator</p>	<p>10/08/18</p>

<p>4. Identification of instructors' qualifications. Instructors for this project already exist within the Baltimore City Community College. The Program Coordinator, the Project Partners and additional instructors from the pool of adjunct instructors will be available. See below. This item has been completed.</p>	<p>A) BCCC Construction Supervision Program Coordinator and Industry Partners B) John Cason, Dependable Construction C) BCCC Adjunct pool D) Instructors from participating high schools</p>	<p>10/15/18</p>
<p>5. Identification of professional development needs for instructors. See below. Professional development that will facilitate the project has already been identified and listed.</p>	<p>BCCC Construction Supervision Program Coordinator and Industry Partners</p>	<p>9/1/18</p>
<p>6. Identification of equipment needs at both secondary and postsecondary level. See below. Equipment identified. Purchase will start upon release of funds.</p>	<p>BCCC Construction Supervision Program Coordinator and Industry Partners</p>	<p>9/1/18 - Identification completed 10/8/18- Purchase order to be placed.</p>
<p>7 a. Others- Execution: Students will be enrolled in Construction Supervision Classes semester by semester</p>	<p>BCCC Program Coordinator Industry partners</p>	<p>Fall 2018 - Accelerate Spring 2019 – Full semester and accelerated</p>
<p>7.b Others- Execution: Students will be enrolled in internships with participating partners. Supervision scheduled will be drawn by the partners and the Program Coordinator</p>	<p>BCCC Program Coordinator Industry partners</p>	<p>Fall 2018 - Accelerate Spring 2019 – Full semester and accelerated</p>

Program Advisory Committee (PAC):

Advisory Board members

Dave Miller, Vice President
(President of CON Advisory Board)

Harkins Builders

2201 Warwick Way,

Marriottsville, MD 21104

Email:

dmiller@harkinsbuilders.com

Phone: 410-750-2600

Mr. Ira Benton

Instructor

Edmondson Westside High School

4501 Edmondson Ave

Baltimore, MD 21229

ibenton@bcps.k12.md.us

(410) 396-8094

Pless B. Jones

President, P and J Contracting, Inc

3010 Ridgewood Ave

Baltimore, MD 21215

410-367-2475

pless.jones@pandjcontracting.com

Dr. Solomon Fakinlede

Professor and Coordinator,
Construction Supervision Program

Baltimore City Community
College

Baltimore, MD 21215

Email: sfakinlede@bcc.edu

Phone: 410-462-8326

Harold Morgan, President,
Harold At Home Contracting,
Baltimore, MD

Email: hlmorgan@msn.com

Phone: 410-336-1800

Mr. Lew Evans, President

On-Demand-Labor-Baltimore,
Inc

229 Park Ave, Baltimore, MD

21201

levans@ondemandlaborbalto.com

Phone: 443-386-1540

Dr. George Evans, President

CAART

Phone: 410-469-0229

Email:

drgevans.mdrgroup@gmail.com

Vincent Whitmore

Students Services

Baltimore City Community
College

Baltimore, MD 21215

Email: vwhitmore@bcc.edu

Kunal Gangopadhyay

Executive Vice President

EBA Engineering Inc

4813 Seton Dr,

Baltimore, MD 21215

Email:

kunal@ebaengineering.com

Phone: 410-358-7171

Dr. Bob Iweha

Dean, BSTEM

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Baltimore, MD 21215

Email: iweha@bcc.edu

Phone: 410-4627637

Quintin Davis

Associate Dean, B & T Dept,

Baltimore City Community
College

Baltimore, MD 21215

Email: iweha@bcc.edu

Phone: 410-462-7696

1. Identifying the industry standards and/or competencies (*insert your text below*)
The following competencies will be acquired upon completion of the program:

Program Goals	Measurable Program Learning Outcomes
<p>Construction Management Students will acquire knowledge in construction management that will enable them to direct and manage construction productivity on a construction jobsite.</p>	<p>A) Demonstrate knowledge and understanding of principles of management, and develop management skills. B) Understand jobsite activities and management of parties involved in construction activities on the field. C) Demonstrate knowledge and understanding of principles of safety and ability to enforce safety parameters.</p>
<p>Construction methods and project scheduling The program will develop students to serve as superintendent of work by vetting and controlling construction schedules, labor requirement and material delivery on a construction work site.</p>	<p>A) Demonstrate knowledge of scheduling and cost control. B) Demonstrate knowledge of site organization, material storage and supervisory abilities.</p>
<p>Construction Estimating The program will develop students to perform construction estimating tasks and direct safety tasks on a construction site.</p>	<p>A) Demonstrate ability to perform quantity take off. B) Demonstrate ability to make accurate evaluation of space, cost, and materials quantity and quality.</p>

<p>Jobsite supervision: Graduates will demonstrate general knowledge in the area of construction management, supervision, and organization of jobsite.</p>	<p>A) Demonstrate knowledge to accurately organize a construction jobsite and read blueprint. B) Demonstrate ability to analyze the roles of various professionals on the construction site.</p>
<p>Construction analytical skills The program will produce graduates with knowledge of construction assessments and management, capable of performing construction needs in homes and industries of residents of Baltimore City and any other regions nation.</p>	<p>A) Demonstrate skills to perform construction assessments. B) Demonstrate management skills to supervise tradesmen on construction jobsites.</p>

2. Curriculum development or vetting high-quality curriculum that can be implemented in lieu of developing new curriculum (vetting must occur through a process leading to consensus by the county board, the community college, and the industry partner on the agreement to use the curriculum and/or to adapt it by enhancing the content or filling gaps where found). *(insert your text below)*
The Lower division Certificate in Construction Supervision is an already approved Program by Maryland Higher Education Commission (MHEC). The program meets industry and college standards for the award of a Certificate in Construction Supervision Program.

The process of program development in the College involves:

- (i) Initial development by faculty members in the department
- (ii) Input by Program Advisory Committee (PAC)
- (iii) Approval by Curriculum and Instruction Committee (CIC)
- (iv) Approval by Faculty Senate Executive Committee (SEC)
- (v) Approval by President's Council through Vice President Academic Affairs
- (vi) Approval by Maryland Higher Education Commission (MHEC)

3. Identification of instructors' qualifications *(insert your text below)*

- Solomon Fakinlede, M.S. (Architecture), Ph.D. Management (Leadership)
- John Cason, Field Partner, B.S. Construction Management, M.S. Project Management
- Additional Adjunct Instructors, who are industry partners have indicated readiness to teach and mentor

4. Identification of professional development needs for instructors *(insert your text below)*

Instructors will attend:

- 4.a. American Contractors' Association Innovation Conference (Date pending)
- 4.b. XactRemodel Estimating Software Training, December 10-13, 2018

5. Identification of equipment needs at both secondary and postsecondary level. Purchasing of equipment specific to implementing the CTE curriculum framework and pathway (one-time capital equipping costs for programs located in a school or community college)

(insert your text below)

5.a. *Equipment for this project will be the Personal Protection Equipment (PPE)*

which will be used by participants during the construction internship period.

Below are PPE from Grainger.

Reference: www.grainger.com

i.	40 Hard hats at 55/per student	
	= \$2,200	
ii.	5 Crosswalk safety kits at \$300/kit	= \$1,500
iii.	20 Rain Gear (Neoprene) at \$75/kit	= \$1,500
	Sub-total	=\$5,200

b)

Additional PPE to be provided by industry partner, PJC Construction Company: Each construction site with this employer differs from one another and they are very unique and specific about their Personal Protection Equipment (PPE). The employer has, therefore, advised that a set of tools will be provided that accurately matches the need on the worksite. The following items will be provided to the students:

- c) Trowels
- d) Boots
- e) Measuring tapes
- f) Protective clothing
- g) Goggles

Cost per participant will be \$100 and the partner will acquire the equipment for 40 students

Sub-total = \$4,000



Personal Protection Equipment (PPE)

B. Evaluation 20 Points

On the following tables are the Perkins Core Indicator(s) of Performance (secondary and postsecondary) that will be measured through the implementation of the CTE Pathway Program or the Apprenticeship program. Describe how these data on enrollment along with these performance indicators will be collected and reported for the proposed program. Also respond to questions 1 – 3 below.

1. What measurable improvements are expected to occur once the program/activity has been fully implemented? *(insert your text below)*

The following measurable improvements should occur:

- 1.a. Participants will receive Lower division Certificate in Construction Supervision
- 1.b. Participating students will receive 30 college credits
- 1.c. Participating students will complete internship and receive additional 3 credits for CON 250- Construction Internship. This credit will enhance the participants' technical skills in construction.
- 1.d. Participants will receive OSHA 30 industry safety certification
- 1.e. Participants will acquire employable skills as major outcome of the Lower division Certificate.
- 1.f. Industry partners will employ from the pool of participants as indicated in their letters of support.

2. What data will be reviewed to indicate that the program/activity has had the intended effects?

(insert your text below)

The following measurable outcomes will be examined:

- a) Complete Students' Learning outcomes using TracDat
- b) Based on Program outcomes, 70% of the registered students will score 70% or higher in each course of enrollment.
- c) 70% of the registered participants or higher will successfully pass OSHA 30 industry certification in first sitting.

- d) 70% of the participants or higher, will successfully complete their internship enrollment by earning 70% or higher in the internship assessment.
- e) 80% of the registered participants or higher, will successfully obtain Lower Certificate in Construction Supervision at the end of the program.
- f) 70% or higher of the participants will secure employment or move on to Associate Degree or 4-year college upon completion of the project.

3. For grantees implementing an Apprenticeship program, please describe how data will be collected, evaluated and reported on the following points:

- I. Number of students participating in the Apprenticeship Program
- II. Number of students participating in the Apprenticeship Program who earn industry recognized credentials
- III. Number of students participating in the Apprenticeship Program who earn postsecondary credits

(insert your text below)

This program is a Lower division Certificate with additional industry certification is OSHA 30

4. For secondary CTE Pathways:

- I. How will this CTE program contribute to increasing CTE program completion rates, earning industry recognized credentials and/or completing a Registered or Youth Apprenticeship to meet the goal of attaining 45% by 2025 (More Jobs for Marylanders Act)? Please provide baseline data for these measures along with projected growth rates.

Students who participate in this program will acquiring a college Lower division Certificate and industry certification at the same time. They will therefore have better chances of attaining higher completion rate at their current high school programs because of the added skills.

In addition, the following apply:

I(a). The participants will earn Lower division Certificate in Construction Supervision, which is an approved (vetted) Program by Maryland Higher Education Commission, with 30 college credits. Completers of this program will also earn a second industry credential issued by a federal government agency, Occupational Safety and Health Administration (OSHA). Participants will OSHA 30-hour safety training and receive the stated industry certification. These combined credentials will add values to the skills acquired through education and internships. Furthermore, the credits earned through this project are stackable and could be applied toward Associate of Applied

Science in Construction Supervision at the College or used toward a 4-year degree.

I(b). OSHA 30-Hour construction certification is a professional safety program for construction employees and it includes training in the following areas:

- Major fall, caught-in/-between, struck-by and electrocution hazards (OSHA Construction Focus Four)
- Protection from crane hazards
- Steel Structure Hazards
- Confined space hazards
- Fire Hazards
- Activities that may cause Musculoskeletal Disorder (MSD) and Rhythmic Movement **Disorder** (RMD) Injuries

• Choosing and Using Appropriate PPE (Personal Protective Equipment)
Enhance job skills and employability: Participants in this project will acquire practical skills in construction since they will be enrolled in internship with participating employers. The employers will provide specific construction field experiences relevant to the courses offered. BCCC Program Coordinator will establish supervisory hours in collaboration with participating employers during internship. This will facilitate teaching and learning in a coordinated fashion. The project will lead to Construction Supervision Lower division Certificate and OSHA-30 credentials, completers will be able to secure employment with partners or other construction companies in the State of Maryland or any other parts of the country.

II. How will this CTE programs contribute to increasing dual completion (completion of a CTE program and USM requirements) rates. Please provide baseline data for this measure along with projected growth rate. *(insert your text below)*

The participants will earn Lower division Certificate in Construction Supervision, which is an approved (vetted) Program by Maryland Higher Education Commission, with 30 college credits.

D. Business Plan/Budget Narrative – insert in budget attachment – remove before submission
Instructor Stipend = **\$4,860**

Industry Consultant – Dependable Construction Company = **\$23, 200**

OSHA training and certification cost = **\$20,000**

Construction project liaison officer (consultant) = **\$24,960**

Consultant to oversee summer internship program = **\$13,478**

4.a. Professional development for instructors = **\$6,875**

4.b. Personal Protection Equipment for Participants = **\$5,200**

4.c. Participants' cost of books and Bus Transportation = **\$20,000**

TOTAL = \$118,573

Instructor Sepend - Program Coordinator will receive 6 credits release hours per semester to execute this project. Instructor will teach the 6- credit release time. (One college credit is 15 hours of teaching. Therefore, 6 credits will be 15hours X 6 = 90 hours. At the rate of \$54 per hour = **90 X \$54 = \$4,860**

Partner Participation - Lead participating partner, is Dependable Construction Company. This company will provide any required transportation to participants, to and from his construction work sites. Students will receive necessary tools required for safe performance or observation at the construction site.

PPE from the employer: Additional PPE to be provided by industry partner, PJC

Construction Company: Each construction site with this employer differs from one another and they are very unique and specific about their Personal Protection Equipment (PPE). The employer has, therefore, advised that a set of tools will be provided that accurately matches the need on the worksite. The following items will be provided to the students: Trowels, Boots, Measuring tapes, Protective clothing, Goggles. Cost per participant will be \$100 and the partner will acquire the equipment for 40 students = **\$4, 000**

Cost of providing transportation as needed and safety tool, dedicated employee to monitor and mentor the participants is calculated at \$400 per day for the 40 students. Participants will visit jobsite once per week during regular school year and everyday, for one month in June 2019. 24 visits will be achieved during the study weeks and 24 visits in the month of June 2019.

Cost of visit by the partner will be \$400 per day, 48 days will be $48 \times 400 = \$19, 200$

OSHA training and certification cost.

The certification is conducted by Occupational Safety and Health Administration (OSHA). Cost of external registration and training, including individual transportation to the training site is \$500 per students. OSHA Training cost for 40 students $\$500 \times 40$ students = **\$20,000**

Project liaison Consultant

Duties:

- i. A liaison person is required to recruit students, work with various partners and maintain continuous relationship between partners and BCCC Construction Supervision Program, report progress of students on construction sites, and collate daily reports from construction sites, including any know problems on the construction sites throughout the year.
- ii. The Construction Supervision Project Liaison officer will also work with extensive list of subcontractors and other partners, who we may be seeking partnership with our program or who are currently working with us. He/she will serve as an industry who will provide constant connection and establish opportunities between the Construction Supervision Program and high school students or others from apprenticeship centers.
- iii. He/she will serve as a recruitment officer and liaise between the College and

participating school, and the construction companies to further recruit participants into the program.

iv. He/she will serve as a contact person on construction worksite and assist in participant supervision.

Qualifications: Must possess a minimum of high school certificate or higher with relevant experience in recruitment or one year of work in the construction industry.

Reporting: The selected person will work with the Program Coordinator in the Business and Technology Department to perform the above functions during the period of this grant.

Direct cost of Liaison Person at \$12/hours for 8hrs per day and 5day/week for 52 weeks of the year = $12 \times 40 \times 52 = \$24,960$

Consultant to Supervise summer interns

Program Coordinator will provide site education and analysis of the projects under construction and relate the site experience to classroom teaching. He will establish supervisory schedule of 8 hours per day, from June 1 -30, 2019, while working 6 days a week; for the purposes of supervising the participants on the construction sites.

At the rate of \$54/hour, supervision hours will be 6 days (per week) X 8hours X 4 weeks (6 days/week X 8hrs/day X 4weeks) = 192hrs = \$10,368

Indirect cost (remunerations) $10,368 \times 0.3 = \$3,110.40$

Training cost for instructors

XactRemodel Training: XactRemodel is an Estimating software that is used by the instruction in class. This training is on the use of one of the most industry friendly software. Benefits to instruction will include high level of skills in construction estimating, new method of application of the software and these skills will be passed directly to students by the instructor.

- a. **Venue:** Anaheim, California
- b. **Date:** December 10-13, 2018
- c. **Cost of Training:**

Registration and training fee = \$875.00

Air Travel, lodging, and other expenses = 2500

Sub-total = \$3,375

Project Coordinator regional conference of American General - Contractors' Association
Educational conference (Date and time not yet confirmed) = **\$3,500**

Personal Protection Equipment - Equipment for this project will be the Personal Protection Equipment (PPE) which will be used by participants during the construction internship period.

Below are PPE from Grainger.

Reference: www.grainger.com

i.	40 Hard hats at (55/per student	= \$2,200
ii.	5 Crosswalk safety kits at \$300/kit	= \$1, 500
iii.	20 Rain Gear (Neoprene) at \$75/kit	= \$1,500
	Sub-total	=\$5,200

Cost of books, Bus Transportation

Each student will receive payment for cost of books, bus transportation from home to school and to the construction site. Cost per student is projected to be \$500 per student, each semester x **40 students = \$20, 000**

Biotechnology career pipeline from high school to industry

Project Overview

The Biotechnology program at Baltimore City Community College (BCCC) is proposing a pilot project to launch Biotechnology Lab Certificate and Lab Animal Certificate at Edmonson-Westside High School (EWHS) in Baltimore city. The support from Career and Technical Education (CTE) grant will be instrumental in successful commencement of this effort and preparing interested EWHS dual enrollment students with biotechnology/ lab animal knowledge, skills and training via internships. Biotechnology Lab Science Certificate and Lab Animal Science Certificates are relatively new workforce programs at BCCC that have seen much success in terms of exponentially growing graduation, 100% internship placement and graduates finding either employment or proceeding to further educational goals by transferring to Associate degree. The programs are strategically located in University of Maryland Baltimore (UMB), BioPark in the heart of city's emerging academia and industry hub, thus making it easy to network with potential employers and transitioning program graduates to meet regional biotechnology workforce development needs in the state of Maryland.

Project Details

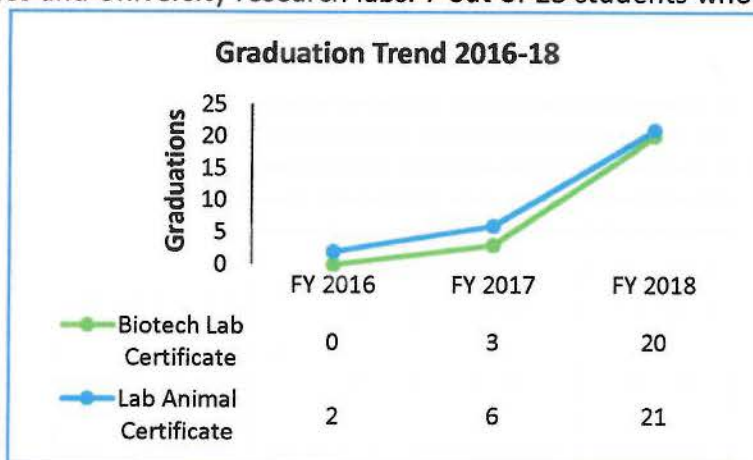
Baltimore City Community College: The project being initiated by Baltimore City Community College (BCCC) is the first and a major step towards establishing Biotech program in Baltimore City Public School System. BCCC is a 71-year-old, Associate Degree-granting college with an annual unduplicated enrollment of nearly 14,000 credit and continuing education students (FY 2018, BCCC Office of Institutional Research). As the only community college in the city of Baltimore, BCCC serves an ethnically diverse student population at three main locations in Baltimore, Maryland including at UMB BioPark. Student demographics of BCCC's credit students are ~78% Black Americans, ~8% White, ~6% Asians and ~ 1.4% Hispanics; the median student age is ~29 years. (Spring 2018, BCCC Enrollment Information System). BCCC currently offers 39 associate degree programs and 18 certificate programs for baccalaureate transfer and career preparation.

BCCC will provide early exposure of students to college level educational experience under CTE framework, where students understand biotechnology concepts; are provided training on proper use of the same instrumentation and equipment used currently in the biotechnology field in MD. The proposed program will significantly increase the number of underrepresented minorities prepared as biotechnicians and animal laboratory technicians, competent to enter the workforce in the Maryland region and/or transfer to four-year degree programs. The mission of the program is to empower EWHS students enrolled in the programs to be successful professionals to meet regional workforce needs in biotechnology.

Biotechnology Lab Certificate & Lab Animal Science Certificates: Following more than 30 years of success with Biotechnology AAS degree and based on survey of labor market, BCCC launched two new programs in Biotechnology in 2016: (1) Biotechnology Lab Science Certificate and (2) Lab Animal Certificate. The Biotechnology Lab Certificate is a certificate option of the Biotechnology Program that ensures theoretical and practical training in concepts and instrumentation relevant to biotechnology. The Lab Animal Science Certificate, also certificate option of the Biotechnology Program is designed to train students to be lab animal care and handling technicians or assistants. The courses are overlapping in the two certificate programs are worth 17 credits. Hence students interested in both programs will need only few extra credits to complete both the certificates and hence improve their job prospects as seen among the recently graduated students who completed both the programs.

Certificate Programs - Graduation and Employability: The programs were launched in 2016. Since then, the programs have generated tremendous interest and the number of graduations in the certificates has jumped up by 20 folds from 2 (in 2016) to 41 (in 2018). (See Fig 1. Graduation Trend from 2016-18.). Most of the students (23 in FY 2018) completed both the certificate resulting in almost double the graduations. 100% (23 students) of the students were placed for internship at various Biotech companies and University research labs. 7 out of 23 students who

graduated in June 2018 were hired in various labs at Johns Hopkins University, University of Maryland and Biotech company Instalabs. Majority of the remaining students (13 out of 23) continue to pursue Associate degree and higher educational goals. The data shows that the programs are robust and capable of delivering results as desired in terms of internship placements, graduations, jobs and transfer to higher degree programs.



Activity, Rationale, Goals and Objectives

Goal: The goal of the project goal is to successfully establish the dual enrollment program for Biotechnology Lab Certificate and Lab Animal Science certificates on-site in Edmonson-Westside High School within the CTE framework.

CTE Pathway: The project is a part of the “Health and Biosciences” career cluster. The five key components necessary for creating a successful CTE program are: (1) Integration of technology into traditional classes creating interactive learning environment. (2) Completion of a career training program that includes certifications from industry or accredited bodies. (3) Providing internship experience relevant to the field of study with support from network of companies/

universities. (4) Professional development opportunities for CTE educators. (5) Providing meaningful accountability for improving academic standards and building necessary skill set in students.

Rationale: As outlined by Maryland Long Term Occupational Projections (2016-26) Biology technician jobs are estimated to increase by about 7% (187 jobs). Biotechnology certificate prepares graduates for such jobs. Similarly, the need of Veterinary Assistants and Lab animal caretakers will rise by 8% (140 jobs). Lab Animal certificate at BCCC is the one and only certificate program offered in the entire state of Maryland and surrounding regions. The program is performing two essential tasks (1) Preparing workforce for the projected jobs in lab animal field (2) Steering certificate graduates towards higher qualification jobs such as Veterinary technician and technologist which is also slated to rise by 8% (186 jobs) and Veterinarian that is projected to rise by 6.5% (105 jobs). These statistics may not capture the part-time jobs in the market which is by far also substantial in our experience of placing interns and hires at University of Maryland Lab Animal Facility, Johns Hopkins Lab Animal Facility and companies like SoBran Inc. The proposed offering of the BCCC Biotechnology certificate programs at EWHS will address the projected needs of the field and train EWHS students to gear up for the jobs.

Program Framework: The two programs that will be offered at EWHS are (1) Biotechnology Lab Science Certificate and (2) Lab Animal Certificate. Both are certificate option of the Biotechnology Program.

Biotechnology Lab Science Courses: The courses in Biotechnology Lab Science Certificate program are as shown (Table 1). The program includes comprehensive training in laboratory knowledge, communication skills, math, informatics, sterilization, management and techniques. All the listed courses have been approved for one high school elective credit each. The courses are available in BCPS district course catalog. All the classes will be offered on EWHS site except for BTC 105 Biotech lab class, which will be conducted on BCCC’s BioPark campus.

Index	Course Name	Credits
PRE 100	Preparation for Academic Achievement	1
LSS 101	Laboratory Communication Skills	3
LSS 102	Lab Math, Computer Skills & Informatics	3
LSS 103	Laboratory & Sterilization Management	3
BUAD 112	Computers for Business Management	3
BTC 103	Special Topics in Biotechnology I	3
BTC 105	Instrumentation & Techniques for Biotech	4
BIO 199	Individual Study in Biology	4
		24

2.2.2 Lab Animal Science Courses: Lab Animal Certificate courses are as shown below (Table 2). LSS 105, Introduction to Lab Animal Science trains the students on lab animals based on Assistant Lab Animal Technician (ALAT) manual and Workbook issued by American Association of

Laboratory Animal Sciences (www.aalas.org). Training on the subject content along with 1 year of internship/ job experience will allow program graduate to appear for a National Level Certification exam for ALAT. This not only enhances educational credentials but also improves employability as there are several Lab Animal positions in job market seeking ALAT certification.

Completing both Certificates: The courses are overlapping in the two certificate programs are worth 17 credits. Hence students interested in both programs will need only few extra credits to complete both the certificates. Lab Animal

Index	Course Name	Credits
PRE 100	Preparation for Academic Achievement	1
LSS 101	Laboratory Communication Skills	3
LSS 102	Lab Math, Computer Skills & Informatics	3
LSS 103	Laboratory & Sterilization Management	3
BUAD 112	Computers for Business Management	3
LSS 105	Introduction to Lab Animal Science	3
BIO 199	Individual Study in Biology	4
		20

Science certificate students need 7 extra credits (2 classes: BTC 103 and BTC 105) to complete Biotech Lab Certificate. Biotech Lab Certificate students need only 3 extra credits (LSS 105) to complete Lab Animal Science Certificate This will enable students to earn two certificates at the same time. It will also help them specialize in two areas of biotechnology and lab animal Sciences which will enhance their job prospects as seen among the recently graduated students from both the programs.

K-12 Partner Site - Edmondson-Westside High School (EWS): EWS is a public high school located in the southwest area at Edmondson Village of Baltimore, Maryland. The vision of EWS is to provide students with diverse, educational, and technical experiences. EWS provides their students with rigorous academic as well as Career Technical Education (CTE) program so they can obtain the best post-secondary experiences. In fact, EWS has a long tradition of being one of the most outstanding academic/career technology (CTE) institutions in Baltimore City offering 13 areas of CTE at school ranging from Health Occupations to Engineering and Accounting. They would like to add Biotechnology and Lab Animal Certificate on their school site to accommodate the interest of our STEM majors many of who want to pursue careers in Biotechnology and allied fields. The program will provide our students not only impart necessary knowledge and skills but also provide internship opportunities to work at Biotech companies in Baltimore region. EWS is excited to participate in the CTE grant activities being initiated by Baltimore City Community College (BCCC).

Proposed framework and timeline of Curriculum in EWS:

Semester #	Semester & Yr	Index	Course Name	Credits	Grade
1	Spring 2019	PRE 100	Preparation for Academic Achievement	1	9
2	Summer 2019	LSS 101	Laboratory Communication Skills	3	10
3	Fall 2019	BTC 103	Special Topics in Biotechnology I	3	10
4	Spring 2020	LSS 103	Laboratory and Sterilization Management	4	10

5	Summer 2020	LSS 105	Introduction to Lab Animal Science (For Lab Animal Certificate students)		11
6	Fall 2020	LSS 102	LabMath, Computer Skills & Informatics	3	11
7	Spring 2021	BTC 105	Instrument. & Techn. for Biotechnology	3	11
8	Summer 2021	BIO 199	Individual Study in Biology	4	12
9	Spring 2022	CLT/ BUAD	Computer Literacy Class	2/3	12

The overall aim of the program is to establish pathways for BCCC students to pursue professional and entry-level jobs to meet regional workforce needs in biotechnology. Below are the specific goals.

Goal 1 – To establish	
	Revise and implement modules into Biotech 101, Biotech 102, and Biotech 105.
	By May 30, 2014, 50% of students enrolled in Biotech 105 will prepare drafts of grant applications for the Small Business Technology Transfer Program (STTR).
	By May 30, 2015, 10% of grant eligible students will apply for a grant with the Small Business Innovative Research program.
Deliverables	Biotech module completions, STTR student applications, SBIR student applications
Activities	Biotech module revisions, student mentoring in grant application and submission process

Goal 2 – To develop certification pathways in the Biotechnology Lab and Lab Animal Science to increase entry level Bioscience workforce.	
Objective 1	By May 30, 2013, implement two new Maryland Higher Education Commission Home Page (MHEC) approved lab science certifications in Biotechnology Lab and Lab Animal Science.
Objective 1B	By May 30, 2013, develop and pilot five (5) LSS courses for certificate programs in Biotechnology and Lab Animal Science.
Objective 2	By May 30, 2014, fully implement the five (5) LSS courses into the Biotechnology and Lab Animal Science certificate programs and student learning outcomes
Objective 3	By May 30, 2015 collaborate with industry partners to establish continuous improvements in the curricular modules.
Deliverables	Courses developed to support certificate programs, website development
Activities	Faculty meetings, undergo course approval process, meetings with industry partners

Goal 3 – To increase overall student enrollment in the Biotechnology and Bioscience AAS degree and certificate programs.	
	By May 30, 2013, to increase overall student enrollment in the Biotechnology and bioscience AAS degree and certificate programs by 10% above 2012 baseline
	By May 30, 2014, to increase overall student enrollment in the Biotechnology and bioscience AAS degree and certificate programs by 15% above 2012 baseline
	By May 30, 2015, to increase overall student enrollment in the Biotechnology and bioscience AAS degree and certificate programs by 20% above 2012 baseline

Deliverables	Student recruitment initiatives, website development, advertisements
Activities	High school outreach via JUICE program, CTE outreach, speaker series, academic and career counseling

Goal 4 – To increase enrollment among women and under-represented students in the Biotechnology and bioscience AAS degree and certificate programs.

By May 30, 2013, to increase women and under-represented student enrollment in the Biotechnology and bioscience AAS degree and certificate programs by 10% above 2010 baseline.

By May 30, 2014, to increase women and under-represented student enrollment in the Biotechnology and bioscience AAS degree and certificate programs by 15% above 2010 baseline.

By May 30, 2015, to increase women and under-represented student enrollment in the Biotechnology and bioscience AAS degree and certificate programs by 20% above 2010 baseline.

Deliverables	Women and under-represented student recruitment initiatives, website development, advertisements
Activities	High school outreach via JUICE program, CTE outreach, speaker series, student mentoring, academic and career counseling

Goal 5 – To develop pathways for the attainment of a Bioscience degree in a 4-year college or university.

By May 30, 2013, solidify articulation agreements in biotechnology with area institutions of higher education, including Historically Black Colleges and Universities (HBCUs) and Minority Serving Institutions (MSI).

By May 30, 2014, develop recruitment initiatives with area college and universities to impact student intentions to pursue 4-year Bioscience degrees.

By May 30, 2015, mentor students in the college application process to support the bridge to attaining a 4-year Bioscience degree.

Deliverables	Articulation agreements, research projects, college visits, college application support
Activities	College tours, recruitment program, faculty/student research projects, conference participation

The audience for the proposed BCCC BICEP program is BCCC students enrolled in the Biotechnology program with a special focus on historically underrepresented minorities in science, technology, engineering, and math (STEM). The BCCC BICEP project plans to collaborate with the following strategic partners to implement the project:

Strategic Partner Name	Strategic Partner Role
Juxtapia	Juxtapia is a lead collaborator in the BCCC BICEP program to facilitate student mentorship and internships. Juxtapia's urban

Appendix C2

 Recipient Agency Name

 Revenue Source Name

MARYLAND STATE DEPARTMENT OF EDUCATION
Division of Career and College Readiness
PROPOSED BUDGET
POSTSECONDARY/OTHER RECIPIENTS/AGENCIES

FY _____

 Grant Number

 Grant Period

 Fund Source Code

USE OF FUNDS	SOURCE OF FUNDS			TOTAL BUDGET
	Federal	State/Local	Other (Specify)	
PERSONNEL				
Fringe Benefits				xx
Salaries				xx
MATERIALS & SUPPLIES				3,000.00
EQUIPMENT				2,000.00
CONTRACTUAL SERVICES				
Consultants			2349.00 x 2	4,698.00
TRAVEL				
Lodging				2,000.00
Meals				600.00
Miles				2,000.00
Registration Fees/Other				1,500.00
OTHER RELATED COSTS				
Child Care				xx
Instructional Costs <i>stipend</i>			11,745/semester x 2 = 23,490	23,490.00
Instructional Materials				3,500.00
Mail				250.00
Printing				800.00
Telephone				xx
Transportation				1200.00
Tuition				
ADMINISTRATION/INDIRECT COSTS				
Administration				3000.00
Indirect Costs				800.00
TOTAL				

 Budget Approved by: _____
 (Signature & Date)

FINANCE OFFICER

MSDE OFFICIAL

Department of Legislative Services
 Maryland General Assembly
 2018 Session

FISCAL AND POLICY NOTE
 Enrolled - Revised

Senate Bill 615

(Senator Robinson, *et al.*)

Education, Health, and Environmental Affairs

Appropriations

Higher Education - Cyber Warrior Diversity Program - Established

This bill establishes the Cyber Warrior Diversity Program (CWDP) at Baltimore City Community College (BCCC), Bowie State University (BSU), Coppin State University (CSU), Morgan State University (MSU), and the University of Maryland Eastern Shore (UMES) to train students in computer networking and cybersecurity, including training to achieve specified CompTIA (Computing Technology Industry Association) certifications. For fiscal 2020, and each fiscal year thereafter, the Governor must include an annual appropriation of \$2.5 million in the Maryland Higher Education Commission (MHEC) budget to provide grants to BCCC, BSU, CSU, MSU, and UMES for their CWDPs. **The bill takes effect July 1, 2018.**

Fiscal Summary

State Effect: Beginning in FY 2020, general fund expenditures increase by \$2.5 million annually. Higher education revenues and expenditures likewise increase by \$2.5 million annually and may increase further, as discussed below. **This bill establishes a mandated appropriation beginning in FY 2020.**

(\$ in millions)	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Higher Ed Rev.	\$0	\$2.5	\$2.5	\$2.5	\$2.5
GF Expenditure	\$0	\$2.5	\$2.5	\$2.5	\$2.5
Higher Ed Exp.	\$0	\$2.5	\$2.5	\$2.5	\$2.5
Net Effect	\$0	(\$2.5)	(\$2.5)	(\$2.5)	(\$2.5)

Note:() = decrease; GF = general funds; FF = federal funds; SF = special funds; - = indeterminate increase; (-) = indeterminate decrease

Local Effect: None.

Small Business Effect: None.

Analysis

Bill Summary: By November 1, 2018, and each November thereafter, BCCC, BSU, CSU, MSU, and UMES must notify MHEC of the number of students enrolled in each institution's program for the *current* academic year. MHEC must annually allocate funds to those institutions on a pro rata basis according to the most recent enrollment data for each institution's CWDP as reported to the commission. The funding provided under the bill each year must supplement, but not supplant, any funds that would otherwise be provided for each institution.

By December 1, 2019, BCCC, BSU, CSU, MSU, and UMES must jointly hold a National Cyber Warrior Diversity Conference.

MHEC must compare successful completers of each CWDP to similarly situated students who did not enroll in either program in a specified manner and report its findings by December 1, 2021.

Background: Cybersecurity is the body of technologies, processes, and practices designed to protect networks, computers, programs, and data from attack, damage, or unauthorized access. According to the U.S. Bureau of Labor Statistics, employment within computer and information technology [occupations](#) is projected to grow 13% from 2016 to 2026, faster than average for all occupations. Demand for these workers will stem from greater emphasis on cloud computing, the collection and storage of big data, and information security. In 2016, the median pay for [information security analysts](#), the job category that plans and carries out security measures to protect an organization's computer networks and systems, was \$92,600.

CompTIA

CompTIA has been offering vendor-neutral IT (information technology) certifications since 1993. As of 2018, CompTIA offers [four IT certification series](#) that test different knowledge standards, from entry level to expert. In North America, CompTIA certification tests are taken at any Pearson VUE testing center.

Cybersecurity is one of the four certifications pathways. CompTIA A+, CompTIA Network+, and CompTIA Security+ are the first three certifications on the cybersecurity pathway following CompTIA IT fundamentals. Basic certification exams for those certifications cost from \$211 to \$330; deluxe and premium packages with practice questions and other material are also available.

No specific training is required prior to taking a CompTIA certification exam; however, CompTIA offers self-study packages and classroom instruction. CompTIA also partners

with other organizations, including institutions of higher education, to provide training suitable to prepare for CompTIA certification.

Certification required for U.S. Department of Defense Employment

The [U.S. Department of Defense](#) requires certification from an approved certification provider for cybersecurity related employment. CompTIA is one of the approved certification providers.

Cyber Security Programs in the State

There are specific [“cybersecurity” degree programs](#) at the bachelor’s degree, master’s degree, or doctoral level at Capitol Technology University, Johns Hopkins University, Mount St. Mary’s University, University of Maryland Eastern Shore, and University of Maryland University College. The majority of programs in Maryland specific to cybersecurity are at the associate’s degree level in community colleges. There are also post-baccalaureate and post-master’s degree certificates in cybersecurity in the State.

There are also programs in computer science or information systems at many institutions of higher education in the State.

Federal Scholarships for Cybersecurity Programs

[CyberCorps Scholarship for Service](#) is a federal program that provides stipends of up to \$22,500 per academic year for undergraduate students and up to \$34,000 for graduate students. In addition, these scholarships for service may cover expenses normally incurred by full-time students in the institution, including tuition, education-related fees, and other related expenses. These scholarships may be awarded for three years. Recipients must agree to work after graduation for a government agency (including at the state or local level) or, subject to approval, in a position related to cybersecurity for a period equal to the length of the scholarship.

Cyber Security at Coppin State University

In March 2017, Northrop Grumman Corporation and Baltimore-based tech company, Digit All City, entered into an agreement with the U.S. Department of Defense Mentor-Protégé program to offer cyber security at CSU. According to news reports, the program will provide training to CSU and MSU students in computer networking and security, leading to eventual certification in the following CompTIA certifications: A+, Network+, and Security+.

In fall 2016, CSU had 60 undergraduate students enrolled in computer science and 25 undergraduate student enrolled in management information systems.

Cyber Security Center at Morgan State University

The fiscal 2019 State budget includes \$2.0 million for MSU to support the university's Cyber Security Center of Excellence. According to MSU's website, the university's Network Information and Embedded Systems Security Center of Academic Excellence (NIESS-CAE) is designed to provide a portal through which students and faculty can learn about reducing vulnerabilities in the national information infrastructure. MSU expects, by promoting cyber defense related education and research through the center, to produce a growing number of professionals with expertise in various cyber defense disciplines.

MSU's website states that the CWDP at CSU will enable at least 20 MSU students from various departments to participate in the fully funded workshops, at no cost to the students.

In fall 2016, MSU had 204 undergraduate students enrolled in computer science and 147 students enrolled in information systems.

Cybersecurity at Other Institutions Listed in the Bill

BCCC currently offers a cybersecurity program that leads to CompTIA certification. In fall 2016, BCCC had 22 students enrolled in a computer science transfer program and 180 students enrolled in a computer information systems program.

In fall 2016, BSU had 130 undergraduate students enrolled in computer science and 207 students enrolled in computer technology.

In 2016, UMES had 168 undergraduate students enrolled in a computer science/data processing program.

State Fiscal Effect:

General Fund Expenditures

The bill mandates an appropriation of \$2.5 million annually in the budget for MHEC to provide grants to BCCC, BSU, CSU, MSU, and UMES for the CWDPs established under the bill. Thus, general fund expenditures increase by \$2.5 million annually beginning in fiscal 2020. Due to the timing of the required reporting and the availability of funding, MHEC must distribute the funding to the institutions based on the number of students enrolled in each institution's CWDP for the *prior* academic year. For example, the funding

for academic year 2019-2020, the first year in which funding is available (fiscal 2020), will be based on enrollment for academic year 2018-2019 as reported to MHEC on November 1, 2018. The funding must not supplant any funding that would otherwise be provided for each institution.

Higher Education Revenues and Expenditures

BCCC, BSU, CSU, MSU, and UMES revenues and expenditures increase by a total of \$2.5 million annually beginning in fiscal 2020. The amount available to each institution depends on its share of total enrollment for CWDPs as reported to MHEC and may change from year to year. Higher education expenditures for the institutions may further increase, likely minimally, in fiscal 2020 to jointly hold the National Cyber Warrior Diversity Conference. To the extent that the CWDPs at the institutions increase enrollment, tuition revenues increase further. Undergraduate in-state proposed tuition for fall 2018 is \$8,234 for BSU, \$6,625 for CSU, \$7,892 for MSU, and \$8,203 for UMES.

Additional Information

Prior Introductions: None.

Cross File: HB 1819 (Delegate Jackson, *et al.*) - Appropriations.

Information Source(s): Maryland Higher Education Commission; Morgan State University; U.S. Department of Defense; Department of Budget and Management; U.S. Bureau of Labor Statistics; CompTIA; Department of Legislative Services

Fiscal Note History: First Reader - February 20, 2018
nb/rhh Third Reader - April 2, 2018
Revised - Amendment(s) - April 2, 2018
Revised - Budget Information - April 2, 2018
Enrolled - April 24, 2018
Revised - Amendment(s) - April 24, 2018

Analysis by: Caroline L. Boice

Direct Inquiries to:
(410) 946-5510
(301) 970-5510

**ACADEMIC PROGRAM ARTICULATION AGREEMENT BETWEEN
BALTIMORE CITY COMMUNITY COLLEGE
AND
BOWIE STATE UNIVERSITY**

This Academic Program Articulation Agreement (“Agreement”) is entered into by and between Baltimore City Community College an agency of the State of Maryland (BCCC) and Bowie State University (BSU) (collectively, the “Institutions”) to facilitate the transfer of academic credits.

A. Qualifying Students

This Agreement pertains to the transfer of “Qualifying Students”, *i.e.*, those students who:

1. Have successfully completed the program at the Baltimore City Community College;
2. Are enrolled in Baltimore City Community College, in good standing; and
3. Are accepted for admission to Bowie State University
4. Students must maintain a 2.0 cumulative grade point average in order to transfer to BSU. Should students choose to transfer prior to completion of the associate’s degree, they will be responsible for meeting BSU eligibility requirements.

B. Responsibilities of the Institutions

The Institutions agree to implement the transfer of Qualifying Students in accordance with applicable law and the following requirements and protocols:

1. A Qualifying Student may transfer into from Baltimore City Community College into Bowie State University for the completion of the (list Program).
2. Programs that BSU will accept credits for towards completion of degrees include:

Table 1: Programs Articulation

Baltimore City Community College Degree Programs	Bowie State University Comparable Degree Programs
Early Childhood Education, AAS	Early Childhood Education, B.S.
Teacher Education, AA	Elementary Education, B.S.
Elementary Education/Generic Special Education Pre-K, AA	Elementary Education, B.S.
Nursing, AS	Nursing, B.S.
Arts & Sciences Psychology Concentration, AA	Psychology, B.S.
Accounting, AAS	Business Accounting, B.S.
Business Administration, AS	Business Administration, B.S.
Business Management, AAS	Business Administration Management, B.S.
Business Marketing, AAS	Business Administration Marketing, B.S.
Computer Information Systems, AAS	Computer Technology, B.S.
Fashion Design, AAS	Visual Communication & Digital Media Arts, B.S.
Cybersecurity Security and Assurance, AAS	Computer Technology, B.S.

3. Credits that Bowie State University will accept towards completion of each degree program are provided in appendices A to N.

*BSU must indicate if course is applied to General Education, Program/Major requirements, or General Elective.

4. Additional pertinent provisions regarding the transfer of credits, for each program are provided in each program articulation in the appendices.
5. Additional Agreements
The Institutions also agree to partner on the following:
 - Honors program articulation
 - Reverse Transfer
 - Financial aid & Commuter scholarships
6. These agreements are provided in appendix O to Q
7. Bowie State University shall designate, and shall provide to Baltimore City Community College, the contact information for a staff person at the BSU who is responsible for the oversight of the transfer of Qualifying Students. Baltimore City Community College shall designate, and shall provide to Bowie State University, the contact information for a staff person at the BCCC who is responsible for the oversight of the transfer of Qualifying Students.

	Baltimore City Community College	Bowie State University
Name of staff person responsible for oversight	Vacant	Dr. DeBrenna Agbenyiga
Title of staff person	Vice President for Academic Affairs	Provost & Vice President for Academic Affairs
Email address	TBD	dagbenyiga@bowiestate.edu
Telephone Number	410-462-8001	301-860-3464

Should the staff person or position change, the institution will promptly provide new contact information to the partner institution and inform the Maryland Higher Education Commission of the change.

Additional contact information:

Dean or Program Coordinators	Baltimore City Community College	Bowie State University
Name of person	Dr. Daphne R. Snowden	Dr. Guy-Alain Amoussou
Title of person	Dean, Academic Operations & Services	Associate Provost
Email address	dsnowden@bcc.edu	aamoussou@bowiestate.edu
Telephone Number	410-462-7697	301-8604438

8. If the Qualifying Student is using federal Title 38 VA Education Benefits (GI Bill® Education Benefits), the Institutions shall adhere to all applicable U.S. Department of Veterans Affairs' regulations, including the regulations governing the awarding prior credit, as regulated under Title 38, Code of Federal Regulations, Sections 21.4253(d)(3) and 21.4254(c)(4).
9. Each Institution shall adhere to all applicable transfer requirements set forth in the Annotated Code of Maryland and the Code of Maryland Regulations.
10. Each Institution shall advise students regarding transfer opportunities under this Agreement, and shall advise students of financial aid opportunities and implications associated with the transfer.
11. Should either Institution make changes to program requirements, the institution will inform the partner institution immediately. The articulation agreement should be updated to reflect the changes and forwarded to the Maryland Higher Education Commission
12. BSU will promote reverse transfer to BCCC students who have transferred to BSU and have not completed an associate's degree at BCCC. Interested students must sign a FERPA waiver to allow BSU and BCCC advisors to exchange student academic records to implement dual advising and promote reverse transfer opportunities.

C. Term and Termination

1. This agreement shall be effective on the date that it is signed by the appropriate and authorized representatives of each Institution.
2. Either Institution may, at its sole discretion, terminate this Agreement upon delivering 90 days written notice to the other Institution and the Maryland Higher Education Commission.
3. Both Institutions agree to meet at a minimum, once a year to review the terms of this agreement. An annual review will be required without signatures.

D. Amendment

1. This Agreement constitutes the entire understanding and agreement of the Institutions with respect to their rights and obligations in carrying out the terms of the Agreement, and supersedes any prior or contemporaneous agreements or understandings.
2. This Agreement may be modified only by written amendment executed by both Institutions.

E. Governing Law

This Agreement shall be governed by, and construed in accordance with, the laws of the State of Maryland.

F. Counterparts

This Agreement may be executed in counterparts, each of which shall be deemed to be an original, but all of which, taken together, shall constitute one and the same agreement.

G. Notice of Agreement

1. Baltimore City Community College agrees to provide a copy of this Agreement, with any amendments, to the Maryland Higher Education Commission.
2. The Institutions agree to provide copies of this Agreement to all relevant individuals and departments of the Institutions, including but not limited to students, academic department chairs participating in the transfer, offices of the president, registrar’s offices, and financial aid offices.

H. No Third-Party Beneficiaries

There are no third-party beneficiaries to this Agreement.

I. Representations and Warranties of the Parties

Both Institutions represent and warrant that the following shall be true and correct as of the Effective Date of this Agreement, and shall continue to be true and correct during the term of this Agreement:

1. The Institutions are and shall remain in compliance with all applicable federal, state, and local statutes, laws, ordinances, and regulations relating to this Agreement, as amended from time to time.
2. Each Institution has taken all action necessary for the approval and execution of this Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives.

Baltimore City Community College

Bowie State University

By: _____
Debra L. McCurdy, PhD
President

By: _____
Aminta H. Breaux, Ph.D.
President

Date

Date

APPENDICES

Program Articulations

Baltimore City Community College Degree Programs	Bowie State University Comparable Degree Programs
Early Childhood Education, AAS	Early Childhood Education, B.S.
Teacher Education, AA	Elementary Education, B.S.
Elementary Education/Generic Special Education Pre-K, AA	Elementary Education, B.S.
Nursing, AS	Nursing, B.S.
Arts & Sciences Psychology Concentration, AA	Psychology, B.S.
Accounting, AAS	Business Accounting, B.S.
Business Administration, AS	Business Administration, B.S.
Business Management, AAS	Business Administration Management, B.S.
Business Marketing, AAS	Business Administration Marketing, B.S.
Computer Information Systems, AAS	Computer Technology, B.S.
Cybersecurity and Assurance, AAS	Computer Technology, B.S.

Appendix A

Early Education, AAS	Early Childhood Education, B.S.
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Appendix B

Teacher Education, AA	Elementary Education, B.S.
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Appendix C

Elementary Education/Generic Special Education Pre-K, AA	Elementary Education, B.S.
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Appendix D

Nursing, AS	Nursing, B.S.
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Appendix E

Arts & Sciences Psychology Concentration, AA	Psychology, B.S.
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Appendix F

Accounting, AAS	Business Accounting, B.S.
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Appendix G

Business Administration, AS	Business Administration, B.S.
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Appendix H

Business Management, AAS	Business Administration Management, B.S.
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Appendix I

Business Marketing, AAS	Business Administration Marketing, B.S.
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Appendix J

Computer Information Systems, AAS	Computer Technology, B.S.
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Appendix K

Associate in Fashion Design)	Visual Communication & Digital Media Arts, B.S.
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Appendix L

Cybersecurity and Assurance, AAS	Computer Technology, B.S.
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Additional Agreements

Appendix M

Honors Program Articulation

Appendix N

Reverse Transfer

Appendix O

Financial aid & Commuter Scholarship

ACADEMIC PROGRAM ARTICULATION AGREEMENT

BETWEEN

BALTIMORE CITY COMMUNITY COLLEGE

AND

COPPIN STATE UNIVERSITY

REGARDING TRANSFER FROM

ASSOCIATE OF APPLIED SCIENCE IN BUSINESS

TO

THE BACHELOR OF SCIENCE IN BUSINESS

This Academic Program Articulation Agreement (“Agreement”) is entered into by and between Baltimore City Community College (the “Sending Institution”) and Coppin State University (the “Receiving Institution”) (collectively, the “Institutions”) to facilitate the transfer of academic credits from AAS Programs in Business Marketing (AOC, HEGIS 520201, CIP520201) and Business Management (AOC HEGIS500401 CIP 520201) at Baltimore City Community College for the completion of Bachelor of Science in Business Management (HEGIS MGMT, CIP 52.1301) or Business Marketing (HEGIS MKTG, CIP 52.1401) (the “Program(s)”).

A. Qualifying Students

This Agreement pertains to the transfer of “Qualifying Students”, *i.e.*, those students who:

1. Have successfully completed the program at the Sending Institution;
2. Are enrolled in the Sending Institution, in good standing; and
3. Are accepted for admission into the Receiving Institution

B. Responsibilities of the Institutions

The Institutions agree to implement the transfer of Qualifying Students in accordance with applicable law and the following requirements and protocols:

1. A Qualifying Student may transfer from the Transferring Institution into the Receiving Institution for the completion of the Program.
2. Courses that the Receiving School will accept credits towards completion of the Program include those as provided on Attachment A to this agreement.
3. The Receiving Institution shall designate, and shall provide to the Sending Institution, the contact information for a staff person at the Receiving Institution who is responsible for the oversight of the transfer of Qualifying Students. The Sending Institution shall designate, and shall provide to the Receiving Institution, the contact information for a staff person at the Sending Institution who is responsible for the oversight of the transfer of Qualifying Students.

Baltimore City Community College

Vacant
VP Academic Affairs
Email: TBD
(410) 462-8001

Coppin State University

Dr. Leontye Lewis
Provost & VP Academic Affairs
llewis@coppin.edu
(410) 951-3010

Both institutions agree that should the staff person or position change at an institution the institutin will promptly provide new contact information to the oartner institution and inform the Maryland Higher Education Comission of the change.

Secondary contact information:**Baltimore City Community College**

Dr Daphne Snowden
Dean Academic Operations & Services
Email: dsnowden@bccc.edu
(410) 462-7697

Coppin State University

Dr. Emmanuel Anouro
Interim Dean, College of Business
eaanaruo@coppin.edu
(410) 951-3446

4. If the Qualifying Student is using federal Title 38 VA Education Benefits (GI Bill® Education Benefits), the Institutions shall adhere to all applicable U.S. Department of Veterans Affairs' regulations, including the regulations governing the awarding prior credit, as regulated under Title 38, Code of Federal Regulations, Sections 21.4253(d)(3) and 21.4254(c)(4).
5. Each Institution shall adhere to all applicable transfer requirements set forth in the Annotated Code of Maryland and the Code of Maryland Regulations.
6. Each Institution shall advise students regarding transfer opportunities under this Agreement, and shall advise students of financial aid opportunities and implications associated with the transfer.
7. Should either Institution make changes to program requirements, the institution will inform the partner institution immediately. The articulation agreement should be updated to reflect the changes and forwarded to the Maryland Higher Education Commission
8. BSU will promote reverse transfer to BCCC students who have transferred to BSU and have not completed an associate's degree at BCCC. Interested students must sign a FERPA waiver to allow BSU and BCCC advisors to exchange student academic records to implement dual advising and promote reverse transfer opportunities.

C. Term and Termination

1. This agreement shall be effective on the day of August 15, 2019.

2. Either Institution may, at its sole discretion, terminate this Agreement upon delivering thirty (30) days written notice to the other Institution and the Maryland Higher Education Commission. Those students who have transferred into the receiving institution shall not be affected by the termination of this agreement.
3. Both Institutions agree to meet once every three (3) year(s) to review the terms of this agreement.

D. Amendment

1. This Agreement constitutes the entire understanding and agreement of the Institutions with respect to their rights and obligations in carrying out the terms of the Agreement, and supersedes any prior or contemporaneous agreements or understandings.
2. This Agreement may be modified only by written amendment executed by both Institutions.

E. Governing Law

This Agreement shall be governed by, and construed in accordance with, the laws of the State of Maryland.

F. Counterparts

This Agreement may be executed in counterparts, each of which shall be deemed to be an original, but all of which, taken together, shall constitute one and the same agreement.

G. Notice of Agreement

1. The Institutions agree to provide a copy of this Agreement, with any amendments, to the Maryland Higher Education Commission.
2. The Institutions agree to provide copies of this Agreement to all relevant individuals and departments of the Institutions, including but not limited to students, academic department chairs participating in the transfer, office of the president, registrar's office, and financial aid office.

H. No Third-Party Beneficiaries

There are no third-party beneficiaries to this Agreement.

I. Representations and Warranties of the Parties

Both Institutions represent and warrant that the following shall be true and correct as of the Effective Date of this Agreement, and shall continue to be true and correct during the term of this Agreement:

1. The Institutions are and shall remain in compliance with all applicable federal, state, and local statutes, laws, ordinances, and regulations relating to this Agreement, as amended from time to time.
2. Each Institution has taken all action necessary for the approval and execution of this Agreement.

IN WITNESS WHEREOF, the parties hereto have cause this Agreement to be executed by their duly authorized representatives.

BALTIMORE CITY COMMUNITY COLLEGE:

By: _____
Dr. Debra L. McCurdy
President

Date

COPPIN STATE UNIVERSITY:

By: M. L. Burnim
Dr. Mickey Burnim
Interim President

July 17, 2019
Date

ATTACHMENT A to Articulation Agreement between BCCC and CSU re AAS Program
Business to Bachelor of Science Business Marketing or Business Management

(Business Management)

Course Outline					
Baltimore City Community College			Coppin State University		
Course	Description	Credits	Course Equivalency	Description	Credits
PRE 100	Preparation for Academic Achievement	1	ORIE 101	Freshman Seminar	1
ACCT 221	Principles of Financial Accounting	3	ACCT 201	Principles of Financial Accounting	3
BUAD 100	Introduction to Business	3	ECON 103	Intro to Bus. & Ent Econ	3
ENG 101	English Writing	3	ENGL 101	English Composition I	3
ECO 201	The American Economy I: Macroeconomic Theory	3	ECON 211	Principal of Econ I	3
MAT 107	Modern Elementary Statistics	3	MATH 131	College Algebra	3
ACCT 222	Principles of Managerial Accounting	3	ACCT 202	Principles of Managerial Acct	3
BUAD 112	Computers for Business Management	3	MISY 150	Tech Fluency	3
MGMT 180	Personal Financial Management	3	FINM 220	Personal Financial Management (General Elective)	3
AH-Elective	Gen. Ed. Requirement: Arts & Humanities	3	ELECTIVE	Arts & Humanities	3
SP 101	Fundamentals of Speech Communications	3	SPCH 105	Intro to Spch Communication	3
MGMT 222	Principles of Management	3	MGMT 320	Prin of Management	3
MKTG 223	Marketing	3	MKTG 310	Prin of Marketing	3
ECO 202	The American Economy II; Microeconomic Theory	3	ECON 212	Prin of Econ II	3
HLF-Elective	Health and Life Fitness	2	ELECTIVE	General Elective	1
BPS-Elective	Biological and Physical Sciences	3	PHSC 101	Physical Science	3
MGMT 219	Human Resource Management	3	MGMT 380	Human Resource Mgmt.	3

MGMT 229	Principles of Leadership	3	ELECTIVE 350 OR ABOVE	Sch. Of Bus Elective	3
MGMT 102	Principles of Supervision	3	ELECTIVE	General Elective	3
MGMT 170	Small Business Management	3	MGMT 316	Small Business Management	3*
BUAD 207	Business Law I	3	BUSI 310	Business Law	3

(Business Marketing)

Course Outline					
Baltimore City Community College			Coppin State University		
Course	Description	Credits	Course Equivalency	Description	Credits
PRE 100	Preparation for Academic Achievement	1	ORIE 101	Freshman Seminar	1
ACCT 221	Principles of Financial Accounting	3	ACCT 201	Principles of Financial Accounting	3
BUAD 100	Introduction to Business	3	ECON 103	Intro to Bus. & Ent Econ	3
ENG 101	English Writing	3	ENGL 101	English Composition I	3
ECO 201	The American Economy I: Macroeconomic Theory	3	ECON 211	Principal of Econ I	3
MAT 107	Modern Elementary Statistics	3	MATH 131	College Algebra	3
ACCT 222	Principles of Managerial Accounting	3	ACCT 202	Principles of Managerial Acct	3
BUAD 112	Computers for Business Management	3	MISY 150	Tech Fluency	3
MKTG 210	Retailing	3	MKTG 390	Retail Management	3
AH-Elective	Gen. Ed. Requirement: Arts & Humanities	3		Arts & Humanities	3
SP 101	Fundamentals of Speech Communications	3	SPCH 105	Intro to Spch Communication	3
MGMT 222	Principles of Management	3	MGMT 320	Prin of Management	3
MKTG 223	Marketing	3	MKTG 310	Prin of Marketing	3

ECO 202	The American Economy II; Microeconomic Theory	3	ECON 212	Prin of Econ II	3
HLF- Elective	Health and Life Fitness	2	ELECTIVE	General Elective	1*
BPS- Elective	Biological and Physical Sciences	3	PHSC 101	Physical Science	3
MKTG 211	Advertising	3	FINM 220	Personal Financial Management (General Elective)	3
MKTG 212	Principles of Selling	3	MKTG 380	Sales Management	3
MGMT 102	Principles of Supervision	3	ELECTIVE	General Elective	3
MGMT 170	Small Business Management	3	ELECTIVE	General Elective	3
BUAD 207	Business Law I	3	BUSI 310	Business Law	3

*Coppin State University has determined this Course may be applied to General Education, Program/Major requirements, or General Elective.

AMENDED AGREEMENT

**ACADEMIC PROGRAM ARTICULATION AGREEMENT BETWEEN
Baltimore City Community College**

AND

Notre Dame of Maryland University REGARDING TRANSFER FROM Elementary Education/Generic Special Education PreK-12 Degree-M256 and Early Childhood Education Degree - M051I to BA in Elementary Education/ Special Education and BA in Early Childhood Education

This Academic Program Articulation Agreement (“Agreement”) is entered into by and between Baltimore City Community College (the “Sending Institution”) and Notre Dame of Maryland University (the “Receiving Institution”) (collectively, the “Institutions”) to facilitate the transfer of academic credits from Elementary Education/Generic Special Education Degree-M256 for completion at Notre Dame of Maryland University Program Elementary Education/Liberal Arts (HEGIS 4901-05, and CIP code 24.0199), and the transfer of academic credits from the Early Childhood Education Degree – M051 for completion at Notre Dame of Maryland University Program Early Childhood/Liberal Arts (HEGIS 4901-05, and CIP code 24.0199).

A. Qualifying Students

This Agreement pertains to the transfer of “Qualifying Students”, *i.e.*, those students who:

1. Have successfully completed the program at the Sending Institution;
2. Are enrolled in the Sending Institution, in good standing; and
3. Are accepted for admission to the Receiving Institution

B. Responsibilities of the Institutions

The Institutions agree to implement the transfer of Qualifying Students in accordance with applicable law and the following requirements and protocols:

1. A Qualifying Student may transfer into from the Transferring Institution into the Receiving Institution for the completion of the Program.
2. Courses that the Receiving School will accept credits for towards completion of the Program include:

Elementary Education/Generic Special Education PREK-12 Degree –M256

BCCC Course		NDMU Comparable Course				
Course Number	Course Name	Credits	Course Number	Course Name	Credits	Applied to*
ENG101	English Writing	3	ENG101	College Writing; GEN Ed	3	GEN ED
BIO 102	Principles of Biology	4	BIO110	Exploring concepts in Biology	4	GEN ED
PSY101	Intro Psychology	3	PSY101	Intro to Psychology	3	GEN ED

SP 101	Fundamentals of Speech	3	COM 106	Fund of Oral Communications;	3	GEN ED
CLT100	Computer Literacy	2		University Elective	2	Univ Elective
GEO 102	Elements of Cultural Geo	3	GEO206	Geography	3	Major
EDU200	Introduction to Education	3		University Elective	3	Univ Elective
SOC101	Introduction to Sociology	3	SOC101	Intro to Sociology	3	GEN ED
PHSC110	Physical Science	4	PHY151	Physical Science	4	Major
PSY 201	Educational Psychology	3	EDU301	Educational Psychology	3	Major
SED220	Special Education: An Overview	3	SPE326	Special Education for the Classroom Teacher	3	Major
ENG	Elective	3	ENG205	Intro to Short Fiction	3	GEN ED
EDU215	Dev Process and the Acq of Reading Competency	3	EDU357	Processes & Acquisition of Reading Elem Major	3	Major
HLF 210	Health and Life Fitness	2	PED231	Wellness Gen Ed	2	GEN ED
MAT113	Mathematical Concepts	4	Math	Elective	4	GEN ED
EDU291	AAT Fieldwork Training Experience	3	EDU252	Clinical Field Elem Elem	3	Major
ART106	Art in Culture	3	ART	Art	3	GEN ED
SCI100	Elements in Earth Science	3	Sci	Science Elective	3	Major
Math 113	Dynamic Geometry	4	Math	Math Elective	4	Major
HIS *	History Elective	3	HIS	Hist Elective	3	GEN ED

Early Childhood Education Degree – M051-AMENDMENTS IN RED BOLD

BCCC Course		NDMU Comparable Course				
Course Number	Course Name	Credits	Course Number	Course Name	Credits	Applied to*
ENG101	English Writing	3	ENG101	College Writing;	3	GEN ED
PSY101	Introductory Psychology	3	PSY 101	Intro to Psychology	3	GEN ED
HLF –Elective	Health and Life Fitness	2	PED 231	Wellness	2	GEN ED
ECE 11	Principles and Practices in EDE	3		University Elective	3	Univ Elective
BUAD 112 *	Computer Literacy	2		University Elective	2	Univ Elective
SOC150 *	IEI Elective	3	SOC 101	Intro to Sociology	3	GEN ED
ECE 112	Child Growth and Develop	3	EDU2	Child and Adolescent	3	Major
ECE 113	Programs and Activities	3		University Elective	3	Univ Elective
MAT 107	Mod Elem Stats	3	MAT103	Applied Algebra	3	GEN ED
SP 101	Fundamentals of Speech	3	COM 106	Fund of Oral Com	3	GEN ED
BIO 102 *	BPS-Elective	4	BIO110	Concepts of Biology	4	GEN ED
ECE 114	Caring for Infants/Toddlers	3		University Elective	3	Univ Elective
EDU 215	Dev Processes & Acquisition of Reading	3	EDU 357	Process & Acquisition of Reading	3	Major
ECE117	Guiding Behavior of Young Children	3		University Elective	3	Univ Elective
ECE 119	School Age Curriculum & Actives	3		University Elective	3	Univ Elective

SED 220	Special Education	3	SPE 326	Sp Ed for the Classroom Teacher	3	Major
ECE211	Nutrition, Health & Safety for Young Children	3		University elective	3	Univ Elective
PSY 201	Educational Psychology	3	EDU301	Educational Psychology	3	Major
ART 106	Art in Culture	3	ART	University Elective	3	ART GEN ED
ECE 217	Planning & Administering Programs for Children	3		University Elective	3	Univ Elective
ECE 222	ECE Capstone Field Experience	3	EDU 252	Clinical Field Ex. ECH	3	Major

***Receiving Institution must indicate if course is applied to General Education, Program/Major requirements, or General Elective. NDM will accept 60-62 credits to meet program requirements.**

3. Degree-seeking transfer students who have completed a Maryland Community College Transfer Associate Degree may use the University Catalog in effect at the time of their first entry into an approved Maryland Community College. The transfer to NDMU must be made within three years of their first entry into the community college and provided enrollment has not been interrupted for two or more consecutive regular semesters not including summer sessions.

A transfer student or a student who enters with advanced standing from another university and becomes a candidate for a bachelor's degree at NDMU must fulfill a minimum residence requirement of two semesters (or four summer sessions) at NDMU and must earn at least 25 percent of the credit hours required for the degree through instruction offered by the University. A minimum of 50% of the courses included in the Major requirements in a NDMU Program of Study must be taken at Notre Dame University Maryland. No credit earned at a community or junior college may be used for credit at the 300* or 400 course level. Additional restrictions may apply. Students should discuss their Residency Requirements with their Advisor or college Dean's Office (*unless course is specifically designed as part of an Official Articulation or Memorandum of Understanding between institutions).

4. The Receiving Institution shall designate, and shall provide to the Sending Institution, the contact information for a staff person at the Receiving Institution who is responsible for the oversight of the transfer of Qualifying Students. The Sending Institution shall designate, and shall provide to the Receiving Institution, the contact information for a staff person at the Sending Institution who is responsible for the oversight of the transfer of Qualifying Students.

	Sending Institution	Receiving Institution
Name of staff person responsible for oversight	Teara Oliver Moore	Kathy Sipes
Title of staff person	Transfer Specialist	Undergraduate Education Advisor
Email address	tmoore@bcc.edu	ksipes@ndm.edu

Telephone Number	410-462-7497	410-532-5824
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Should the staff person or position change, the institution will promptly provide new contact information to the partner institution and inform the Maryland Higher Education Commission of the change.

Additional contact information:

[Role & Responsibilities of persons listed here]	Sending Institution	Receiving Institution
Name of person	Daphne Snowden, Ed.D	Gary Thrift, Ph.D.
Title of person	Dean, AOS	Dean, SOE
Email address	dsnowden@bccc.edu	gthrift@ndm.edu
Telephone Number	410-462-7697	410-532-5497

5. If the Qualifying Student is using federal Title 38 VA Education Benefits (GI Bill® Education Benefits), the Institutions shall adhere to all applicable U.S. Department of Veterans Affairs’ regulations, including the regulations governing the awarding prior credit, as regulated under Title 38, Code of Federal Regulations, Sections 21.4253(d)(3) and 21.4254(c)(4).
6. Each Institution shall adhere to all applicable transfer requirements set forth in the Annotated Code of Maryland and the Code of Maryland Regulations.
7. Each Institution shall advise students regarding transfer opportunities under this Agreement, and shall advise students of financial aid opportunities and implications associated with the transfer.
8. Should either Institution make changes to program requirements, the institution will inform the partner institution immediately. The articulation agreement should be updated to reflect the changes and forwarded to the Maryland Higher Education Commission.

C. Term and Termination

1. This agreement shall be effective on the date that it is signed by the appropriate and authorized representatives of each Institution.
2. Either Institution may, at its sole discretion, terminate this Agreement upon delivering 90 days written notice to the other Institution and the Maryland Higher Education Commission.
3. Both Institutions agree to meet once every three (3) year(s) to review the terms of this agreement.

D. Amendment

1. This Agreement constitutes the entire understanding and agreement of the Institutions with respect to their rights and obligations in carrying out the terms of the Agreement, and supersedes any prior or contemporaneous agreements or understandings.
2. This Agreement may be modified only by written amendment executed by both Institutions.

E. Governing Law

This Agreement shall be governed by, and construed in accordance with, the laws of the State of Maryland.

F. Counterparts

This Agreement may be executed in counterparts, each of which shall be deemed to be an original, but all of which, taken together, shall constitute one and the same agreement.

G. Notice of Agreement

1. The Institutions agree to provide a copy of this Agreement, with any amendments, to the Maryland Higher Education Commission.
2. The Institutions agree to provide copies of this Agreement to all relevant individuals and departments of the Institutions, including but not limited to students, academic department chairs participating in the transfer, offices of the president, registrar's offices, and financial aid offices.
3. Subject to any limitations and defenses imposed or available by law, the Institutions agree that each shall be responsible for its own actions and omissions, pursuant to the performance of this MOU or arising out of the arrangement described in this MOU, and neither party shall try to hold the other liable with respect to any matter not arising from the other party's actions or omissions.
4. Each party will indemnify, defend and hold the other, its agents employees and students harmless from and against all claims, damages, liabilities, law suits, and expenses, including reasonable attorney's fees and costs threatened or incurred, arising out of any personal injury or property damage caused solely by the negligent or intentional acts or omissions of an agent, employee or student of the indemnifying party in the course of the program described in this MOU.

H. No Third-Party Beneficiaries

There are no third-party beneficiaries to this Agreement.

I. Representations and Warranties of the Parties

Both Institutions represent and warrant that the following shall be true and correct as of the Effective Date of this Agreement, and shall continue to be true and correct during the term of this Agreement:

1. The Institutions are and shall remain in compliance with all applicable federal, state, and local statutes, laws, ordinances, and regulations relating to this Agreement, as amended from time to time.
2. Each Institution has taken all action necessary for the approval and execution of this Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives.

Baltimore City Community College

Notre Dame of Maryland University

By: _____
Debra L. McCurdy, PhD
President, BCCC

By: _____
Sr. Sharon Slear
Chief Academic Officer

Date

Date

APPROVED FOR FORM & LEGAL SUFFICIENCY

Signature

Date

ARTICULATION AGREEMENT

SALEM UNIVERSITY AND BALTIMORE CITY COMMUNITY COLLEGE

Salem University (“Salem” or the “University”), with its campus at 223 West Main Street, Salem, WV 26426 and an office at 615 West Carmel Drive, Carmel, IN 46032, is pleased to establish this Articulation Agreement (“Agreement”) with the Baltimore City Community College an agency of the state of Maryland (the “College”), with its main location at 2901 Liberty Heights Avenue, Baltimore, MD 21215.

1. General Provisions

Salem agrees to grant admission to an online, residential, or blended bachelor’s degree program and academic placement as a junior for each College student who:

- Earned an Associate of Arts, Associate of Science, or an Associate of Applied Science from College;
- Submit completed application form along with \$20 fee to Salem. Application fee is non-refundable
- Submitted an Official Transcript as evidence of academic achievement at College to Salem; and
- Meets any special requirements for the selected program of study.

Salem agrees to offer:

- A special pricing program for College graduates as described in section 4, and
- A dual specialization or major option for College graduates as described in section 5.

2. General Education Requirements

In addition to completing the requirements described in Section I above, a College graduate must present evidence of having completed at least fifteen (15) semester credit hours in general education with at least an average grade cumulative grade point average (“CGPA”) of 2.0 on a 4.0 scale. This requirement may be fulfilled by Salem’s review of the student’s Official College Transcript and the College’s catalog.

3. Academic Requirements

To earn a bachelor’s degree from Salem, the student must meet the academic requirements listed in the catalog including:

- Earn one-hundred twenty (120) semester credit hours in total, including transfer credits, with a CGPA of at least 2.0 for all academic work at Salem, or higher as required by some programs; and
- Complete at least 25% of the credits (i.e., 30 semester credit hours) for a Salem bachelor degree program as a student at Salem and fulfill all degree requirements consistent with the University’s published transfer credit policies.

4. Affiliate Pricing Plan

Salem agrees to provide College’s graduates a tuition scholarship rate of \$325 per credit, which is a reduction of \$225 per credit compared to our standard tuition rates. In addition, a \$100 per semester Technology Fee, and \$100 per course book fee will be charged. The \$325 rate applies to any of Salem bachelor’s programs. At thirty (30) credits taken per year, these savings amount to \$6,750. The student must:

- Enroll as a full-time undergraduate student carrying at least twelve (12) credits per semester, two (2) to (3) semesters per year, and
- Complete all courses and graduation requirements in no more than three (3) consecutive calendar

years from the date of initial enrollment at Salem.

Tuition may be adjusted with a 90 day advance notice in writing.

5. Dual Specialization or Major

College graduates who have completed at least thirty (30) general education credits and meet the requirements of Section II prior to matriculating at Salem may choose to earn a dual specialization or major. A dual specialization requires completion of 9 to 15 (nine to fifteen) from a second specialization, as approved in writing. A dual major requires the completion of at least thirty (30) credits in a second program, as approved in writing. All students will receive a written, individual learning plan that shows the courses to be taken. The Salem Registrar schedules students into their courses in each semester as informed by the individual learning plan.

6. Financial Aid

College graduates who enroll at Salem are eligible to apply for federal financial aid programs available to all students attending Salem. Eligible students may utilize Federal Higher Education Act, title IV funding, including grants and loans.

7. Residency and Housing

There are no residency requirements for degree-completion students taking courses via distance education; however, certain programs of study have fieldwork or licensure requirements that would entail residential study, depending on transfer credits. Salem admissions personnel will advise prospective students of such requirements. College graduates may elect residing on campus at Salem on a space available basis. The costs for room and board are published in the Catalog Bulletin online and are in addition to tuition and fees. If the individual were to participate in intercollegiate athletics, additional insurance also must be purchased. Salem offers a guaranteed books and materials plan that is \$100 per course, which students may choose not to pay, opting instead to acquire books and materials on their own. These costs are not subject to special pricing. These charges are summarized in Salem's Catalog and Catalog Bulletin that is provided to the public via the Internet at <http://www.salemu.edu/about-salemu>, which are included by reference herein.

8. Accreditation and Approvals

Salem University has been accredited by The Higher Learning Commission ("HLC") since March 1963 (at which time HLC was known as the North Central Association). HLC can be contacted at 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604, <http://www.hlcommission.org> or by telephone 800.621.7440. HLC is one of six regional accreditation bodies recognized by the U.S. Department of Education. Salem's headquarters and campus are located at 223 West Main Street in Salem, West Virginia, which is within HLC's region of authority.

Salem is authorized by the West Virginia Higher Education Policy Commission in accordance with the West Virginia Code of State Rules ("CSR"), Title 133, Series 20, Authorization of Degree Granting Institutions. The WVHEPC can be contacted via <http://www.wvhepc.edu> or by telephone 304.558.2101.

Salem is authorized by the Indiana Board for Proprietary Education, 101 West Ohio Street, Suite 300, Indianapolis, IN 46204-4206. The BPE can be contacted via www.in.gov/bpe/ or by telephone 317.232.1033.

Salem is a member of the National Council for State Authorization Reciprocity Agreements ("NC-SARA"). NC-SARA makes it easier for students to take online courses from accredited institutions across the nation.

It is administered by four (4) regional education boards. West Virginia is part of the Southern Regional Education Board. Salem is approved to offer distance education courses and programs by HLC. NC-SARA may be contacted via <http://www.nc-sara.org> or by telephone 303.848.3275.

In November 2017, the Salem School of Business was awarded full initial accreditation status by the Accreditation Council for Business Schools and Programs (“ACBSP”). This was achieved after a period of candidacy and after a thorough site visit by peer evaluators. ACBSP can be contacted via <http://www.acbsp.org> or by telephone 913.339.9356.

In October 2014, Salem’s School of Education was awarded accreditation by the Council for Accreditation of Educator Preparation (“CAEP”) through the National Council for Accreditation of Teacher Education (“NCATE”) legacy process. CAEP can be contacted at <http://www.caepnet.org> or by telephone 202.223.0077. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at Salem; however, this accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, re-licensure, or other purposes.

The School of Education received national program recognition for its graduate level educational leadership programs and undergraduate physical education and health teacher education programs as part of the NCATE legacy process. These include Educational Leadership Constituent Council (“ELCC”), the National Association for Sport and Physical Education (“NASPE”), and American Association for Health Education (“AAHE”).

ELCC is the NCATE Specialized Professional Association (SPA) for leadership preparation and is governed by the National Policy Board for Educational Administration (NPBEA), <http://www.npbea.org>.

AAHE is the NCATE SPA for health education, which is part of the Society of Health and Physical Educators (SHAPE America, <http://www.shapeamerica.org>), formerly known as the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), <http://www.shapeamerica.org/accreditation/healthaccreditation.cfm>.

NASPE is the NCATE SPA for sports and physical education, which is part of SHAPE America (formerly AAHPERD), <http://www.shapeamerica.org/accreditation/peteacherprep.cfm>.

Salem’s educator preparation programs leading to licensure have been approved by the West Virginia Board of Education, a division of the West Virginia Department of Education (“WVDE”), since their inception, most recently in conjunction with CAEP NCATE accreditation process. WVDE may be contacted via <https://wvde.state.wv.us> or by telephone 304.558.2681.

The Associate of Science in Nursing [(known as the Associates Degree in Nursing (ADN)] was provisionally (i.e., initially) accredited by the West Virginia Board of Examiners for Registered Professional Nurses (“RN Board”) in June 2010. The program received full accreditation by the RN Board in April 2018. The program conforms to the requirements of West Virginia 19CSR1, Policies, Standards and Criteria for Evaluation and Accreditation of Colleges, Departments or Schools of Nursing. The RN Board can be contacted via <http://www.wvrnboard.wv.gov> or by telephone 877.743. 6877.

In March 2018, the Bachelor of Science in Nursing (RN-BSN), delivered via distance education, was accredited with quality improvement conditions by the National League for Nursing Commission for Nursing Education Accreditation (“NLN CNEA”) located at The Watergate, 2600 Virginia Avenue, NW, Washington, DC 20037. NLN CNEA can be contacted by telephone 800.669.1656 or via <http://www.nln.org/accreditation-services/overview>.

Salem is a member of the National League for Nursing (“NLN”), an organization dedicated to serving nurse faculty and leaders in nursing education at all levels, from LPN or LVN to doctoral education. NLN may be contacted via <http://www.nln.org> or by telephone 800.669.1656.

Salem is a member of the Council for Higher Education Accreditation (“CHEA”), an association of over 3,000 institutions that is a national advocate and institutional voice for promoting academic quality through accreditation. CHEA can be contacted via <http://www.chea.org> or by telephone 202.955.6126.

9. General Terms

This Agreement will be interpreted by the laws of the State of West Virginia. Headings are used in this Agreement for convenience and shall not be used to construe meaning or intent. This Agreement may be assigned or transferred upon written consent of both parties. Neither party will be liable to the other for loss, damage or fault due to strike, civil disorder, governmental decree or regulation, acts of God or any other force majeure (collectively, a “Force Majeure Event”). Any notices given by either party may be delivered in person, by mail (registered or certified, postage prepaid), or via email. This Articulation Agreement contains the entire agreement: No changes may be made without mutual, written consent.

Salem and the College will maintain their independence as sovereign institutions and will assure the continued integrity and accreditation of their programs, entering into this Agreement as equals. Salem and College will cooperate in advising students and will designate one or more points of contact to maintain communications and resolve issues that may arise in a timely manner. The terms of this Agreement are effective as of the date shown below and will be evaluated biennially. Either party may withdraw from this Agreement by providing written notice 90 days in advance however, students currently enrolled in Salem may fully complete under the terms of this agreement. . Salem reserves the right to deny admission to any student who has been suspended, expelled, or convicted of a felony. Salem and College will indicate this relationship through appropriate literature, catalogs, brochures, web sites, social media, or other means, as mutually agreed.

This Agreement is not intended to and does not create any partnership or other joint enterprise. The purpose of this Agreement is to provide the College’s students with additional educational opportunities. The headings are only for reference and are not part of the Agreement. College will advise its students and graduates of what it believes will be in their best interests. College will not receive any compensation or benefits under the terms of this Agreement.

10. Signatures

For Salem:

Dan Finuf
Printed Name

President
Title

Date

For College:

Debra L. McCurdy, PhD
Printed Name

President
Title

Date

APPROVED FOR FORM AND LEGAL SUFFICIENCY

Signature

Date

Baltimore City Community College's Board of Trustees Policy on Program Advisory Committees (Drafted 11/21/18)

Subject: Program Advisory Committee

Introduction

This guide sets forth the policies and procedures for local education agencies and community colleges to use to establish Program Advisory Committees. Program Advisory Committees are critical to the development and continuous improvement of Career programs of study that prepare students for 21st century careers and the further education and training required by these careers. Program Advisory Committees help ensure programs are aligned to the needs and expectations of the business community, are supportive of state and local economic priorities, and make use of community resources to support student achievement.

Federal and State Requirements

A Program Advisory Committee is required by Maryland's Policies and Procedures for the Development and Continuous Improvement of Career and Technology Education (CTE) Programs of Study and The Maryland Career and Technology Education State Plan for each CTE program that is offered by the local education agencies and community colleges.

The College is required to report on Program Advisory Committee meetings for all programs granted Perkins funding.

Purpose

To assist in ensuring quality, relevant, coherent and innovative curricula, each career program or cluster of related career programs at the Baltimore City Community College will have a Program Advisory Committee comprised of experts in the respective discipline(s) who by majority represent external constituencies/key stakeholders. These non-governing bodies provide counsel/advice to the faculty and administration without legislative authority and compensation.

- ❖ Accredited programs should follow the program advisory committee policy of accrediting bodies.

Fundamentally, the Committees will:

- ❖ Advise faculty, deans, and directors on curricula and related academic matters.
- ❖ Support Academic Program Review and, if appropriate, accreditation self-study.
- ❖ Provide valuable insight into current and projected industry standards, employment competencies, and professional trends.
- ❖ Serve as Program and/or College ambassadors.
- ❖ Serve as resources to the College for initiatives such as academic equipment, fundraising, program development, job placement, student internship/cooperative educational opportunities, community engagement activities, and faculty recruitment.

Membership

- I. Program Advisory Committee membership reflects current and emerging occupations within a career cluster and is reflective of industry representatives who are recognized experts in the career field for which the Program Advisory Committee exists. The members should be leaders who are interested in progress, improvement, growth and support of programs within the community. Once appointed, new members will receive an orientation meeting, including data and other information about the program(s) at the College. In considering membership, program coordinators should consider a variety of businesses and industries that are potential employers of BCCC program graduates. Appointments should be confirmed by College President (or designee) through a letter following the representative's acceptance.
 - In consultation with the appropriate program coordinator(s) and associate dean(s), the respective dean(s) or director(s) will make recommendations to the Vice President of Academic Affairs and Vice President for Continuing Education and Workforce Development regarding composition, charges, and inaugural membership of each Committee at the time of career program or cluster inception.
 - The number of members should range from 9 to 15 unless mandated otherwise by an accrediting body.
 - Membership ideally is comprised of diverse demographic representation from academia, business/industry, and the public and private sector.

- The members should have knowledge and expertise in the industry served by the program.
 - Appointment is for a 3-year renewable term with no more than 33% of membership being replaced in a given year.
 - Membership must include the program coordinator, 1 full-time faculty in discipline, Perkins Administrator (Ex-Officio Non-voting Members), and 1 alumnus of the College (if possible).
 - One student may be appointed, if appropriate.
 - A part-time faculty member may be appointed, if the College does not employ full-time faculty in the discipline.
 - Representatives of local business and industry with varied levels of responsibility in their fields, including all aspects of the industry
 - Members from workforce/business and economic development including the Local Workforce Development Board (LWDB)
 - Representatives from state and/or local government (Ex-Officio Non-voting Members)
 - Members from the Chamber of Commerce
 - Representatives from organized labor
 - Residents within the geographical area served by the education institutions
 - All faculty and administrators associated with the career program or cluster are encouraged to attend meetings as non-voting participants.
- II. Each Committee will have Officers that will each serve a 2-year renewable term.
- The Chairperson will be elected by the members prior to the year of leadership service. He/she will preside at all meetings and plan the meeting agendas in concert with the appropriate program coordinator or cluster administrator(s). The Chairperson may or may not be a College employee.
 - The Vice Chairperson will be elected by the members prior to the year of leadership service. He/she will assume the Chairperson responsibilities when absent as well as will fulfill other duties as assigned. The Vice Chairperson *may or may not* be a College employee.

- The Secretary will be appointed by the Chairperson. He/she will facilitate Committee operations including meeting logistics and record keeping as well as provide support to the Chairperson.

Role of Program Advisory Committees

- III. Each Committee will meet, at minimum, two times per academic year. Based on the needs of the career program or cluster, additional meetings may be scheduled.
- IV. Committee charges will support/advance the College's Strategic Plan.
 - The Committee will advise program coordinators, directors, faculty and administrators about program materials and equipment needs, current industry standards, and industry recognized technical certifications for the specific program.
 - The Committee will provide program specific input for planning, developing, implementing and evaluating programs.
 - The Committee will advise on topics such as curriculum, equipment and student work-based learning opportunities. Their recommendations may include: adding new courses to the program offerings, expanding existing programs, creating options under existing degree programs, or recommending new degree programs to meet current and emerging workforce needs.
 - The Committee will help to assure non-discrimination and equity in programs in their industry
 - The Committee will advise on methods of instruction most appropriate for course content
 - The Committee will assist with program alignment for the development of articulation agreements
 - The Committee will assist in the development of program articulation agreements
 - The Committee members will also assist with job placement and internships for BCCC students
 - The Committee members will serve as guest speakers and mentors for students and involve students in special projects related to the industry

Assessment

- v. Committee composition including membership and charge outcomes will be assessed annually by the associate dean(s) and/or director(s) in consultation with the appropriate program coordinator(s).
 - o Written recommendations for the ensuing academic year will be made by the associate dean(s) and/or director(s), in consultation with the appropriate program coordinator(s), to the Vice President of Academic Affairs and Vice President for Continuing Education and Workforce Development by May 30.
 - o The Vice President of Academic Affairs and Vice President for Continuing Education and Workforce Development may modify the recommendations and/or include additional ones in accordance to the College's Strategic Plan by June 30th for the ensuing academic year.
 - o The final Program Advisory Committee outcomes assessment reports will be shared with the College President who in turn will provide an update to the Board of Trustees.



Baltimore City Community College

REALIGNMENT TASKS UPDATE

State of Maryland, September 17, 2019

Dr. Debra L. McCurdy, President

Realignment Task #2 Attachments

“Make workforce development and job placement top educational priorities of BCCC.”

Mr. Michael Thomas, Vice President for Workforce Development & Continuing Education

- No Exhibits



Baltimore City Community College

REALIGNMENT TASKS UPDATE

State of Maryland, September 17, 2019

Dr. Debra L. McCurdy, President

Realignment Task #3 Attachments

“Improve student pathways to success, including remedial education, attainment of a degree or postsecondary certificate, and transfer to four-year institutions of higher education.”

Office of Academic Affairs

See Attachments:

- Exhibit 3.1. Redesign of BCCC’s Developmental English/Reading Model
- Exhibit 3.2. BCCC Developmental Pathways (English and Reading)
- Exhibit 3.3. Pass and Retention Rates for Promise Academy
- Exhibit 3.4. Achieving the Dream.
<https://www.achievingthedream.org/news/17519/new-study-finds-oer-courses-and-degrees-improve-student-retention-and-completion-faculty-engagement-and-result-in-cost-savings-for-students>
- Exhibit 3.5. Frequently Asked Questions
- Exhibit 3.6. BCCC and University of Baltimore (UB) Dual Enrollment Memorandum of Understanding, under the University of Maryland’s B-Power initiative



BCCC Developmental Pathway of Courses for RENG and English 101

Fall 2019 Updates as of September 13, 2019

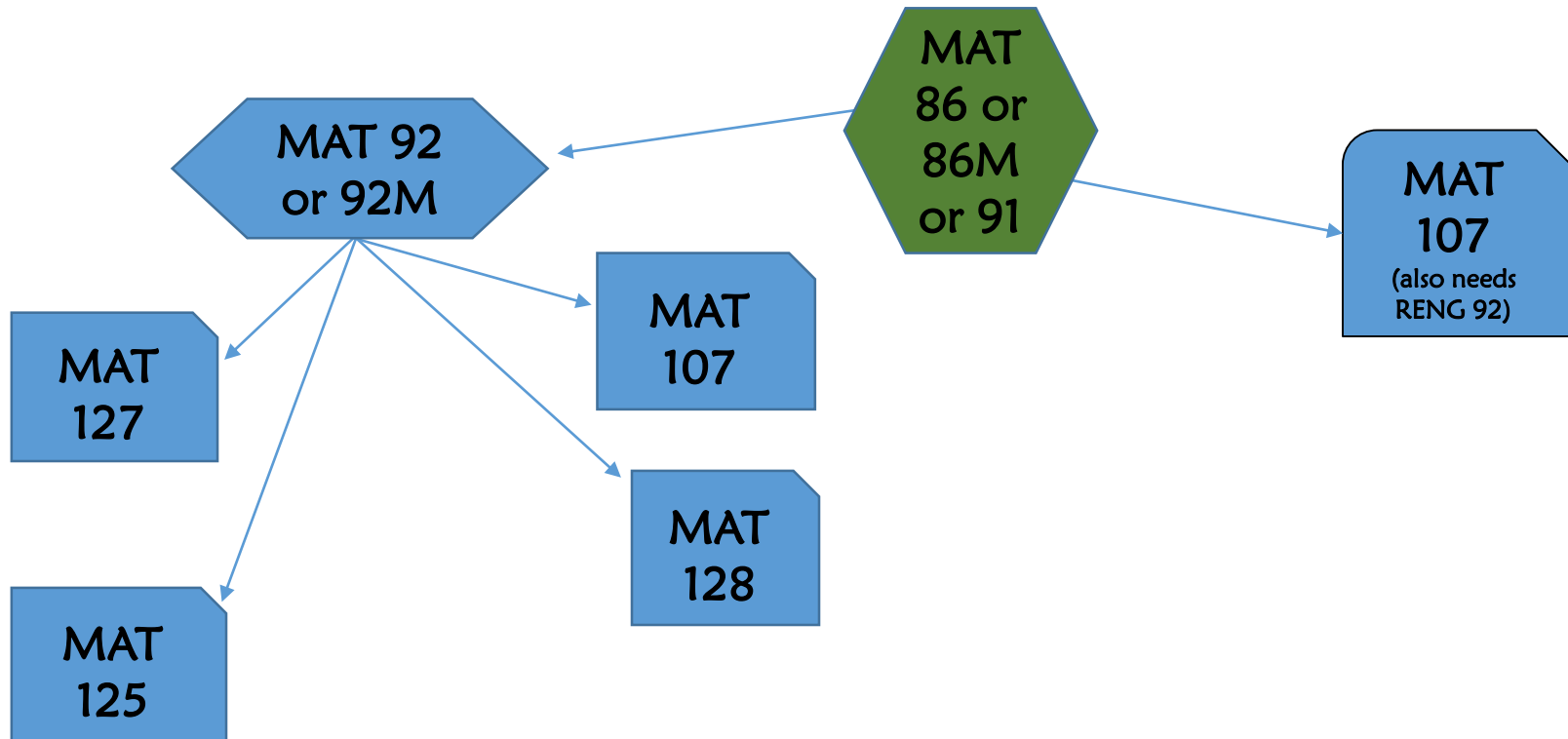
Special Courses RENG. 90	RENG. 91	RENG. 92	ENG. 101
<p>The EHVPA Department currently offers at least five (5) courses that are RENG. 91 but are reserved for students that place in RENG. 90 through the Promise Academy.</p>	<p>The EHVPA Department currently offers 22 RENG. 91 courses with the exception of five (5) being for students that place in RENG. 90.</p>	<p>There is has been an implementation for piloting the Accelerated Learning Program (ALP) for RENG. 92 and ENG. 101. The first pilot started with two classes: RENG. 92 and ENG. 101 for MSP in the spring of 2019. For the fall there has been an implementation of six (6) ALP courses for MSP.</p> <p>The EHVPA Department has implemented six (6) ALP courses for the fall 2019 semester: RENG. 92 (8640) MW 900 – 1030 AM ENG. 101 (8651) MW 1100 – 1230 PM</p> <p>RENG. 92 (8642) TR 900 – 1030 AM ENG. 101 (8653) TR 1230 – 320 PM</p> <p>ENG. 101 (8664) TR 900 – 1030 AM RENG. 92 (8643) TR 1100 – 1230 PM</p> <p>All courses are enrolled are filled to capacity and are specifically for MSP students.</p>	<p>There is has been an implementation for piloting the Accelerated Learning Program (ALP) for RENG. 92 and ENG. 101. The first pilot started with two classes: RENG. 92 and ENG. 101 for MSP in the spring of 2019. For the fall there has been an implementation of six (6) ALP courses for MSP.</p> <p>The EHVPA Department has implemented six (6) ALP courses for the fall 2019 semester: RENG. 92 (8640) MW 900 – 1030 AM ENG. 101 (8651) MW 1100 – 1230 PM</p> <p>RENG. 92 (8642) TR 900 – 1030 AM ENG. 101 (8653) TR 1230 – 320 PM</p> <p>ENG. 101 (8664) TR 900 – 1030 AM RENG. 92 (8643) TR 1100 – 1230 PM</p> <p>All courses are enrolled are filled to capacity and are specifically for MSP students.</p>



Addendum Two: Re-opening Foreign Languages (Spanish and French)

Note: The English, Humanities, Visual and Performing Arts Department is currently reviewing and updating the syllabi for Spanish 101, 102 and French 101 and 102. The learning outcomes and grading rubric was last updated in March of 2016. The re-submission of the learning outcomes for Spanish and French will be reviewed and approved in the EHVPA Department in the fall of 2019 and Spanish 101 and French 101 with the approval of CIC and the President will be offered in the spring of 2020. A hiring justification will be submitted to hire a part time adjunct for Spanish and French by the end of the fall 2019 semester.

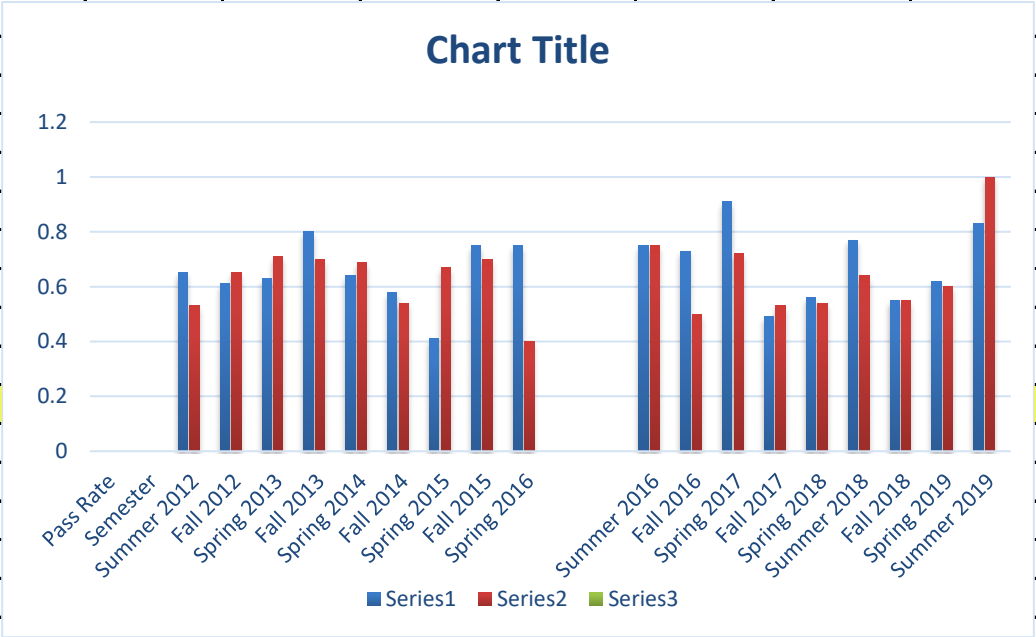
New Developmental Math Pathway beginning Spring 2018





Baltimore City Community College Retention Rates by Term

Pass Rate		
Semester	MAT 80	RENG 90
Summer 2012	65%	53%
Fall 2012	61%	65%
Spring 2013	63%	71%
Fall 2013	80%	70%
Spring 2014	64%	69%
Fall 2014	58%	54%
Spring 2015	41%	67%
Fall 2015	75%	70%
Spring 2016	75%	40%
	MAT86	
Summer 2016	<u>75%</u>	75%
Fall 2016	73%	50%
Spring 2017	91%	72%
Fall 2017	49%	53%
Spring 2018	56%	54%
Summer 2018	77%	64%
Fall 2018	55%	55%
Spring 2019	62%	60%
Summer 2019	83%	100%



2019 MAYOR'S SCHOLARS PROGRAM

Making BCCC Tuition-Free

Through a Last-Dollar Scholarship



Frequently Asked Questions



ABOUT THE MAYOR'S SCHOLARS PROGRAM

You may be eligible for the Mayor's Scholars Program and **pay no tuition at BCCC** while working toward an associate degree, a certificate or taking part in a certified job training program. The Mayor's Scholars Program makes higher education affordable for residents of Baltimore City who graduate from high school in 2019, and gives them a path to a career and financial security through a **last-dollar scholarship**.

Who is Eligible?

To be eligible, a student must:

- Be a Baltimore City resident and a 2019 high school graduate.
- Enroll at BCCC for the term immediately following high school graduation.
- Complete Free Application for Federal Student Aid (FAFSA), if the student is eligible to apply for state and federal financial aid.
- Participate in the Mayor's Scholars Summer Bridge Program, which is scheduled to begin on July 1, 2019. Mayor's Scholars are automatically enrolled in the Summer Bridge Program and must participate to enroll in Fall 2019 classes.

How Does A Student Apply?

- Complete the BCCC application by April 20, 2019, at bccc.edu/admissions and indicate that you are applying for the Mayor's Scholars Program.
- Complete a FAFSA at fafsa.ed.gov by March 1, 2019, and enter the BCCC code 002061.
- Take the Accuplacer exam by April 20, 2019.
- Ask your school counselor to send an official copy of your high school transcript to BCCC by April 20, 2019.
- If you take the SAT or ACT, have those scores sent to BCCC by April 20, 2019.

What expenses does the Mayor's Scholars Program cover?

The program covers BCCC tuition and mandatory college fees. It does not cover textbooks, transportation, food and other out-of-pocket costs for students.

What BCCC programs are included?

Mayor's Scholars can enroll in any BCCC associate degree, certificate and job training program. Nursing and health professions require an additional application.

What is a last-dollar scholarship?

The Mayor's Scholars Program is a last-dollar scholarship that funds the difference between a student's state and federal financial aid award and the cost of tuition and mandatory fees at BCCC. Because it is "last-dollar," all students who are eligible to submit a FAFSA must do so.

What if a student is not eligible for state and federal financial aid?

If a student cannot submit a FAFSA due to their immigration status, that student is still eligible for the Mayor's Scholars Program. All information regarding immigration status will remain confidential.

If a student submits a FAFSA and is determined not to be eligible for state or federal financial aid due to household income, the student will still receive the Mayor's Scholars Program scholarship, if all other criteria are met.

Is there a minimum GPA required?

A minimum GPA is not required to enter the Mayor's Scholars Program. Students, however, must be enrolled full-time (12 credits or more for associate degree), remain in good academic standing and maintain at least a 2.0 GPA while attending BCCC.

How long does the scholarship last?

The Mayor's Scholars Program will cover tuition and mandatory fees for up to three years for an associate degree or one and a half times the expected completion time of any BCCC certificate or certified job training program.

How can students get assistance to complete their FAFSAs?

Students and their parents can get help completing FAFSAs from their high school guidance counselors, CollegeBound counselors and BCCC's financial aid office. The FAFSA process can be long, as many students are required to confirm or provide additional information after initial submission. Students should begin the FAFSA process early.

Are students who graduate from private, parochial or homeschooling eligible for the Mayor's Scholars Program?

Yes. Any student who lives in Baltimore City and graduates from high school in 2019 is eligible to enroll in the Mayor's Scholars Program for the 2019-20 academic year. This is a change in the eligibility requirements from the previous year.

Are immigrant students eligible for the Mayor's Scholars Program?

Yes. Students are eligible regardless of their immigration status. All information regarding immigration status will remain confidential. Students with certain immigrant statuses such as Special Juvenile Visa holders, T and U Visa holders, asylum seekers and undocumented students should not complete a FAFSA.

Can students start classes in Fall 2019 or Spring 2020?

No. Students must begin BCCC classes in the summer of 2019 as part of the required Summer Bridge Program which begins on July 1, 2019. The 2019 BCCC Summer Bridge is scheduled Monday-Friday from July 1 to August 9, 2019.

Does the Mayor's Scholars Program scholarship apply to certified job training programs?

Yes, students interested in taking a certified job training program at BCCC can be part of the Mayor's Scholars Program. They do not need to fill out FAFSA, but they should still submit an application to BCCC by April 20, 2019. Eligible certified job training programs will help prepare students for high-demand careers in health care, construction and transportation, and information technology/cybersecurity.

HOW DOES THE MAYOR'S SCHOLARS PROGRAM (MSP) DIFFER FROM THE MARYLAND COMMUNITY COLLEGE PROMISE SCHOLARSHIP (MCCPS)?

	MSP	MCCPS
Last-dollar: Must submit FAFSA if eligible	Yes	Yes*
Community College partner	BCCC	Any Maryland community college
Minimum GPA to enroll	None	2.3
Minimum GPA in program	2.0	2.5
Immigration status eligibility	All students eligible, regardless of immigration status	US Citizens and DACA students eligible
Income limit	None	\$100,000 for single-parent families \$150,000 for two-parent families
Summer Bridge Program	Yes, mandatory	No
Service Requirement	None	Work in MD after graduation for minimum of 1 year for each year or partial year of awarded scholarship
Job Training/ College Certificate programs	Yes	No

* The MCCPS program awards are made after any local last-dollar scholarships. For more information about the MCCPS, visit the Maryland Association of Community Colleges website: mdacc.org.

ABOUT THE SUMMER BRIDGE PROGRAM

What is the Summer Bridge Program?

A six-week program of orientation and support designed to ease the transition from high school to college or career. Students tour campus facilities and meet key faculty, advisors and student leaders. Students take academic classes or begin their job training program, meet city leaders, participate in enrichment activities, and have fun while building valuable relationships.

Can Summer Bridge students get paid to attend the Summer Bridge Program?

Yes, students who are eligible to work in the U.S. can be paid through YouthWorks. The deadline to register for YouthWorks is March 1, 2019. Students who do not register for YouthWorks by March 1, 2019, can attend the Summer Bridge without being paid.

How do students register for YouthWorks?

Registering for YouthWorks is a two-step process, and all students who wish to be paid by YouthWorks must complete both steps. The first step is to register online. Visit youthworks.oedworks.com for information and to complete the online application. Online application begins January 2, 2019, and applications are due March 1, 2019.

The second step is needed to verify that all students who will be paid by YouthWorks have permission to work in the United States. Students may schedule verification appointments from January 28 to March 30, 2019. Afternoon verification appointments are held after school and on Saturdays (in March only). Weekday verification appointments are held when city schools are closed or in half-day session. No verification appointments will be held on Mondays in March. Limited rescheduled verification appointments can take place before March 1, and no rescheduled verification appointments will take place after March 1.

Can students have another job while attending Summer Bridge?

Yes. Students will spend approximately 25 hours per week during the summer at BCCC, allowing students to devote time outside of class and homework to additional paid work.

ABOUT THE FUTURE

Can students attend a four-year college for free?

Coppin State University has offered to provide scholarships covering full tuition to Mayor's Scholars who graduate with an associate degree from BCCC.

WHAT ARE THE DEADLINES FOR THE MAYOR'S SCHOLARS PROGRAM?

FAFSA	March 1, 2019
YouthWorks.....	March 1, 2019
BCCC/MSP application.....	April 20, 2019
Send high school transcript to BCCC.	April 20, 2019
Take Accuplacer Exam	April 20, 2019
Send SAT/ACT scores to BCCC	April 20, 2019

Get More Information

Visit bccc.edu, call 410-462-8300 or email MSP@BCCC.edu to learn more about free tuition through the Mayor's Scholars Program.



NOVEMBER 7, 2018

MEMORANDUM OF UNDERSTANDING
Between
BALTIMORE CITY COMMUNITY COLLEGE
and
UNIVERSITY OF BALTIMORE

Introduction

This Memorandum of Understanding (MOU) is entered into between Baltimore City Community College (hereafter, "BCCC") and the University of Baltimore (hereafter "UB"), collectively referred to as "parties." The purpose of this MOU is to enable BCCC and UB to work in partnership under the B-Power Initiative to offer dual enrollment opportunities to Baltimore City high school students.

B-Power, an abbreviation for Baltimore Power, is an initiative of collaborative efforts between Baltimore City organizations to increase educational and career opportunities for city students. Dual enrollment, defined as students simultaneously enrolled in both high school and college courses, is a strategy used by the B-Power Initiative to help increase students' college and career preparedness and completion.

Term of the MOU

The term of this MOU shall be for a period of three years beginning on the date this MOU is entered into, unless terminated earlier as outlined in the MOU. Thereafter this MOU shall be reviewed for renewal of a period of one year.

Responsibilities of the Parties

BCCC Shall:

1. Establish and maintain a pool of faculty available to teach dual enrollment courses.
2. Make courses available for dual enrollment students to enroll into.
3. Make all eligible students aware of the opportunity to participate in dual enrollment
4. Provide students and parents with the steps required to apply for dual enrollment courses and guidance throughout the application process.

UB Shall:

1. Establish a pool of faculty available to teach dual enrollment courses.
2. Identify eligible students to recommend for dual enrollment courses at BCCC.
3. Assist students with submitting transcripts to BCCC, if required.

Both Parties shall:

1. Collaborate on the marketing efforts instituted to advertise and promote the opportunity.
2. Maintain a list of all students who participate in dual enrollment courses under this MOU.
3. Develop a communication plan for sharing the progress of students to parents, high school administrators, faculty, and the parties.
4. Determine agreed upon assessment measurements.
5. Create joint reports for distribution.

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

Family Education Rights and Privacy Act (FERPA)

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

Data sharing and Dissemination

The parties shall confer with one another regarding the time, manner, and content of appropriate data for sharing and dissemination. This includes, but is not limited to student information, results of studies or reports, publicity materials, or news releases in any form. Both parties must provide consent to any sharing and dissemination.

Termination

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

Students enrolled in a course at the time of termination shall be permitted to complete the course under the terms and conditions set forth in this MOU.

Indemnification

Neither party shall assume any obligation to indemnify, hold harmless, pay attorneys' fees or damages that may arise from or in any way be associated with the performance or operation of this MOU. Furthermore, the liability of the UB and BCCC shall be governed by the terms and provisions of the Maryland Tort Claims Act, where applicable.

Independent Contractors

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

Nondiscrimination

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

Governing Law

This MOU shall be governed by, and construed in accordance with the laws of the State of Maryland.

Compliance with Laws

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

Interpretation

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

Entire Agreement

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

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

Kurt L. Schmoke
President
University of Baltimore

Date

Date

DRAFT



Baltimore City Community College

REALIGNMENT TASKS UPDATE

State of Maryland, September 17, 2019

Dr. Debra L. McCurdy, President

Realignment Task #4 Attachments

“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.”

Office of Academic Affairs

See attachments:

- Exhibit 4.1. Articulation Pending Schedule 2019
- Exhibit 4.2. Articulation Agreement/MOU Policy (Draft)
- Exhibit 4.3. Workforce Articulation Agreement/MOU Procedure (Draft)
- Exhibit 4.4. Credit Program Articulation Agreement (Draft)

Baltimore City Community College
 Division of Academic Affairs
 Office of Academic Operations & Services

Pending Articulations Tracking Schedule –Realignment Task#4 2019								
	School/Organization	Start	End	Purpose	Cost	Status	Contact	Date Completed
1	Bais Yaakov Eva Weiner	06/30/2019	06/30/2022	BCCC will enroll designated students selected by the client, in courses both on client's premises and on BCCC campus. These students will be dually enrolled.	N/A	Agreement mailed to the client for signature.	Adina Rishe	Mailed 07/19/2019
2	Baltimore City Board of School Commissioners- CTE Articulation Agreement Credit for courses approved by BCCC	Fall 2019	3-5 year period	CTE-Articulation Agreement agrees to grant credit to high school students who successfully complete a specific Career and Technology program in the BCPSS. A student will be awarded credit based on the Agreement in effect at the time of graduation. BCPSS students must successfully complete a minimum of four high school credits in a CTE Career Completer program required for articulated credit.	N/A	Awaiting approval of current agreement and any modifications; approval from BCPSS staff and administrators. Pending further negotiations and planning. BCPS CTE program is under review by MSDE. Not further discussion with BCCC pending the review. BCPS's CTE program(s) are under review by MSDE. During this time the renewal process is on hold.	Danny Heller	Pending
3	Bowie State University			This agreement will facilitate the transfer of academic credits for Qualifying Students for various programs.	N/A	Agreement pending Bowie Signature.	Dr. DeBrenna Agbenyiga	Pending
4	Coppin State University	08/15/2019	08/15/2022	BCCC and CSU promote the transfer from Associate of Applied Science in Business to the Bachelor of Science in Business Management or Marketing.	N.A	Pending signature from BCCC President.	Dr. Emmanuel Anouro	Pending
5	MSU-LSAMP Grant Proposal	Spring 2019	Duration of Grant funding	This is a letter of intent designed to explore the possibility for BCCC to partner with MSU in preparation to explore and submit for the NSF Louis Stokes Alliance for Minority	N/A	Letter of intent signed by Dr. May. BCCC and MSU will jointly prepare a LSAMP alliance proposal to be submitted to NSF in 2018.	Claton Lewis 443-885-4673 Claton.lewis@morgan.edu	Pending grant submission in 2019.

				Participation (LSAMP) grant proposal				
6a	Morgan State University Electrical Engineering- Renewal	06/27/2016	09/27/2018	BCCC and MSU agree to offer an articulated program leading to the awarding of a Bachelor of Science in Electrical Engineering, Civil Engineering or Industrial Engineering.	N/A	MSU staff have been contacted and are aware that the agreement is pending renewal. To date no update.	Rhonda Shields	Pending
6b	Morgan State University BS in Psychology- Renewal	03/07/2017	03/07/2019	BCCC and MSU agree to allow graduates/transfer students of the Associate of Arts, Psychology Concentration to MSU Bachelor of Science Degree in Psychology.	N/A	MSU staff have been contacted and are aware that the agreement is pending renewal. To date no update.	Rhonda Shields	Pending
6c	Morgan State University BS in Social Work- Renewal	08/10/2017	08/10/2019	BCCC and MSU agree to offer an articulated program leading to the awarding of a Bachelor of Science Degree in Social Work.	N/A	MSU staff have been contacted and are aware that the agreement is pending renewal. To date no update.	Rhonda Shields	Pending
6d	Morgan State University BS in Actuarial Science- Renewal	05/30/2017	09/30/2019	BCCC and MSU agree to offer an articulated program leading to the Bachelor of Science Degree in Actuarial Science.	N.A	MSU staff have been contacted and are aware that the agreement is pending renewal. To date no update	Rhonda Shields	Pending
7	Morgan State University ASCEND Program- Renewal	09/30/2019	06/30/2024	BCCC and MSU ASCEND Program to promote a mutually beneficial relationship and to diversity the biomedical research workforces.	N/A	Agreement submitted for review and approval by BCCC leadership.	Gillian Silver	Pending
8	Notre Dame of Maryland	06/25/2019	06/26/2022	BCCC to NDM to facilitate the transfer of academic credits from Elementary Education to the completion of the Bachelors in Elementary Education Degree.	N?A	Amended Agreement pending approval by BCCC leadership.		
9	Salem University- Renewal	From date of signing	Reviewed biennially	Salem University agrees to grant admission to an online, residential, or blended bachelor's degree program and academic placement as a junior who earns an AA, AS, AAS.	N/A	Agreement submitted for review and approval by BCCC leadership.	Iris Robertson	Pending
10	Talmudical Academy	06/30/2019	06/30/2022	BCCC will enroll designated students selected by the client, in courses both on client's premises and on BCCC campus. These students will be dually enrolled.	N/A	Agreement mailed to the client for signature.	Rabbi Shimmy Steinberg	Mailed 07/19/2019



Policy No:

Title of Policy: Articulation Agreement/MOU Policy

(includes: Contracts, Grants, Articulations, and Memoranda of Understanding)

Policy (check one): New Revised Reformatted

Applies to (check all that apply):

Faculty Staff Students Division/Department College

Topic/Issue:

A new policy was developed to regulate Baltimore City Community College contract agreement partnerships within the community and universities.

Rationale for Policy:

As listed in the General Assembly of Maryland: House Bill 1595 Emergency Bill/CF Senate Bill 1127, this policy is written to define how Baltimore City Community College will develop new and improved partnerships between the College and Baltimore City, the Baltimore City Public School System, institutions of higher learning located in Baltimore City, business and workforce sectors, religion, civic, and professional communities, and the state.

State/Federal Regulatory Requirements (cite if applicable):

- General Assembly of Maryland: House Bill 1595 Emergency Bill/CF Senate Bill 1127
- Enacted under Article II, Section 17(c) of the Maryland Constitution - Chapter 847
- COMAR 13B Maryland Higher Education Commission (MHEC), Subtitle 07.Community College: Federal, States or Local Contracts and Grants.

The regulations encourage community colleges to seek Federal, State, or local contracts and grants to support the training needs of their respective service areas. The regulations also ensure that State aid for training funded through Federal, State or local contracts or grants will be proportionately reduced by an appropriate amount, as determined by the Commission, in order that course costs are not reimbursed twice.

Policy Language:

Baltimore City Community College will develop partnership agreements with various organizations and universities throughout the community. These agreements will ensure students' attainment of their educational and workforce goals.

Implementation Date:

Proposed by: VPAA (Vacant)/ Dr. Daphne Snowden, Dean
Vice President/Senior Staff Member

Approved by the Board of Trustees: _____

Originator/Division: Academic Affairs/Academic Operations and Services

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



Title of Procedure: Contract Agreement and Memoranda of Understanding Partnership

Procedure (check one): New Revised Reformatted

Applies to (check all that apply):

Faculty **Staff** **Students** **Division/Department** **College** BCCC

Topic/Issue: A partnership contract agreement and or memoranda of understanding is a signed legal document that outlines the partnership between two separate organizations. This procedure will outline the processes used for Workforce Development and Continuing Education Division at Baltimore City Community College (BCCC) must follow when considering a MOU partnership with business, government and community organizations (State, Local, Private and Non-for-Profit).

Background to Issue/Rationale for Procedure:

Realignment Task under HB1595:

Realignment Task Number 4: Enter into memoranda of understanding in order to establish student pathways to success with the Baltimore City Public Schools, institutions of higher education, and employers.

State/Federal Regulatory Requirements (cite if applicable):

- General Assembly of Maryland: House Bill 1595 Emergency Bill/CF Senate Bill 1127. Realignment Task #4: Enter into memoranda of understanding in order to establish student pathways to success with Baltimore City Public Schools (BCPSS), institution of higher education, and employers.
- Enacted under Article II, Section 17(c) of the Maryland Constitution - Chapter 847
- COMAR 13B Maryland Higher Education Commission (MHEC), Subtitle 07. Community College: Federal, States or Local Contracts and Grants.

The regulations encourage community colleges to seek federal, State, or local contracts and grants to support the training needs of their respective service areas. The regulations also ensure that State aid for training funded through federal, State or local contracts or grants will be proportionately reduced by an appropriate amount, as determined by the Commission, in order that course costs are not reimbursed twice.

Procedure Language:

Baltimore City Community College will develop contract agreements and memoranda of understanding agreements to offer instruction and student services to Baltimore City Community College (BCCC) constituents. BCCC reserves the right to update and amend this procedure at any time.

1. Staff and/or the community identify potential needs for College services and projects for partnership engagement.
2. Staff and community partner(s) meet to negotiate the terms of the agreement.
3. Staff develop a proposal for the client/partner to review a scope of work and budget for services being requested.
4. Once both parties agree to the terms of the agreement, scope of work and budgets, the Program Director of Workforce Development and Continuing Education, forwards (2) copies of the Contract Agreement/Memorandum of Understanding with the internal routing sheet to the Director of Budgets and Contract Services for review and approval.
5. The Director of Budgets and Contracts Services reviews and signs the internal routing sheet, then forwards the MOU/Contracted Agreement to the Director of Operational Services for review and approval.
6. The MOU/Contracted Agreement is forwarded to the Vice President of Workforce Development and Continuing Education Division for review and approval.
7. Upon approval, the agreement is forwarded to Business Administration (Grants Office) for review and approval.
8. After the Grants Manager (Business Administration) reviews and signs the internal routing sheet, the MOU/Contract Agreement is forwarded to the VP of Business Administration for review and approval.
9. After the VP of Business Administration signs the internal routing sheet, it is forwarded to the Chief of Staff for legal sufficiency.
10. After signed and approved for legal sufficiency by the Chief of Staff, it is forwarded to the President's Office for review and signed for final.
11. After the President sign the MOU/Contracted Agreement, it is returned to Workforce Development and Continuing Education (Director of Budgets and Contracts Services).
12. The Director of Budgets and Contracts Services, give two copies to the Program Director.
13. The Program Director forwards the (2) original MOUs/Contracted Agreements to the client for signature.
14. Once the client signs, one MOU/Contracted Agreement is returned to the Program Director. The client keeps the other original MOU/Contracted Agreement.
15. The Program Director provides the original MOU/Contracted Agreement to the Director of Budgets and Contracts Services.

16. The Director Budgets and Contracts Services scan and upload (PDF) of the contract into shared drive (Intranet Pulse).
17. The Director of Budgets and Contracts Services assigns a Program Cost Account (using approved flat rate PCA) on the agreement and make copies for the Program Director and the Grants Office.
18. The Grants Office receives the original signed fully executed MOU/Contracted Agreement.(All originals are maintained in Business Administration Grants Office)
19. A copy of the MOU/Contracted Agreement is filed in Workforce Development and Continuing Education Division.

Implementation Date:

Proposed by: VP Michael D. Thomas/Shawnette Shearin, Director
Vice President/Senior Staff Member

Approved by the Board of Trustees:

Originator/Division: Workforce Development and Continuing Education



Title of Procedure: Articulation Partnership Agreement Procedure

Procedure (check one): New X Revised Reformatted

Applies to (check all that apply):

Faculty X Staff X Students Division/Department X College BCCC

Topic/Issue: An articulation agreement is a signed legal document that provides a seamless pathway for students in high school to community college, or community college to a four-year college or university.

Background to Issue/Rationale for Procedure: Articulation agreements exist between a community college and a four-year institution. The purpose of these agreements is to create a seamless transfer for students. For high school students, articulation agreements enable a smooth and speedy transition from high school to the community college, without duplication of courses, or loss of semester credits. Articulation agreements also enable students to receive credits towards a certificate or associate degree for high school courses.

State/Federal Regulatory Requirements (cite if applicable):

General Assembly of Maryland: House Bill 1595 Emergency Bill/CF Senate Bill 1127.

Realignment Task #4: Enter into memoranda of understanding in order to establish student pathways to success with Baltimore City Public Schools (BCPSS), institution of higher education, and employers.

Procedure Language:

Baltimore City Community College will develop articulation agreements to offer seamless pathways for students from high school to community college, or community college to a four-year college or university. BCCC reserves the right to update and amend this procedure at any time.

1. Establish the need for an articulation.
2. Articulation Coordinator verifies if there is a current articulation on file.
3. If a new agreement is needed, Articulation Coordinator will schedule an internal meeting with the appropriate constituents (Deans, Registrar, Director of Financial Aid and Articulation or Transfer Officer at the other institution).
4. Establish the template to use for the articulation agreement.
5. During the negotiations process, both schools will review and revise the agreement as necessary.

6. The Articulation Coordinator will circulate two original copies of the agreement for appropriate approvals (Program Dean, Dean of Academic Operations and Services, Vice President of Academic Affairs, Chief of Staff, and President).
7. Articulations Coordinator will forward the two signed original copies of the agreement to the partnering institution.
8. Both schools shall maintain an original signed copy of the agreement.
9. The agreement will be uploaded to the Pulse Intranet and communicated through the College website and email.

Implementation Date:

Proposed by: VPAA (Vacant) /Dr. Daphne Snowden, Dean

Vice President/Senior

Approved by the Board of Trustees:

Originator/Division: Academic Affairs



Baltimore City Community College

REALIGNMENT TASKS UPDATE

State of Maryland, September 17, 2019

Dr. Debra L. McCurdy, President

Realignment Task #5 Attachments

“Align the budget of BCCC with realistic enrollment projections.”

Mr. Brian O’Connell, Budget Manager

Ms. Sylvia Rochester, Interim Vice President for Student Affairs

Ms. Becky Burrell, Vice President for Institutional Effectiveness, Research & Planning

See attachments:

- Exhibit 5.1. BCCC Report on Contractual Employees (September 2019)
- Exhibit 5.2 BCCC Performance Accountability Report (September 2019)
- Exhibit 5.3 BCCC Enrollment Report (September 2019)
- Exhibit 5.4 BCCC Headcount and FTE Enrollment Trends FY2010-2019



OFFICE OF THE PRESIDENT

September 30, 2019

Senator Nancy J. King, Chairperson
Senate Budget and Taxation Committee
90 State Circle
Annapolis, MD 21401-1991

Delegate Maggie McIntosh, Chairperson
House Appropriations Committee
90 State Circle
Annapolis, MD 21401-1991

Dear Senator King and Delegate McIntosh:

Please accept the attached documents as Baltimore City Community College's (BCCC) response to the 2019 Session Joint Chairmen's Report request for a Report on Contractual Employees, page 203.

Per your request, we have included a list of Contractual Employees which has been grouped by classification and length of service.

The review of employees has been a significant priority since assuming the presidency at BCCC on May 1st. This is in direct response to the legislative mandate that the College will review its personnel resources. During June and July of this year, we decreased the number of contractual employees by over 30 and we are continuing to review all staff positions. As well, contractual positions will be reviewed to determine conversion options.

BCCC's Board of Trustees approved a Contractual Conversion Policy in FY 2018. On July 1, 2018, the College converted three contractual employees to PIN employees based on the attached policy and procedures. BCCC's Contractual Conversion policy is voluntary for the contractual employee. The employees are chosen based on tenure and have the option to be converted to a PIN. You should also be aware that several employees have declined conversion for various reasons including retirement or financial concerns.

Please feel free to contact me at (410) 462-8563 dmlmccurdy@bccc.edu if you have any questions. I look forward to your continued support of Baltimore City Community College.

Sincerely,

A handwritten signature in black ink, appearing to read "Debra L. McCurdy".

Debra L. McCurdy, PhD
President

Cc: Sarah Albert, OPA

Baltimore City Community College
 Report on Contractual Employees

Classification	Length of service (years)	Number of employees (unduplicated)
Exempt		
	0 - 2	18
	3-5	3
	5-10	4
	10+	4
	Secondary Jobs BCCC	2
Non-Exempt		
	0 - 2	49
	3-5	12
	5-10	8
	10+	12
	Secondary Jobs BCCC	0
Adjunct Faculty		
	0-2	83
	3-5	30
	5-10	28
	10+	39
	Secondary Jobs BCCC	65

Note:
 Data is FY 2020 as of September 10, 2019.



Policy No:

Date: August 1, 2017

Title of Policy: Contractual Conversion Policy

Policy (check one): New Revised Reformatted

Applies to (check all that apply):

Faculty Staff Students

Division/Department College

Topic/Issue:

Establish (BCCC) Baltimore City Community College Policy for Contractual employees who work more than 30 hours per week who have been continuously employed for three years to be converted to regular positions

Background to Issue/Rationale for Policy:

A person (non-faculty employee) who (1) pursuant to a written agreement, provides personal services to BCCC for pay; (2) is not employed as a Regular Status employee in a budgeted position; (3) whose compensation, terms and conditions of employment are governed by this policy and a written contract and not by the BCCC policies generally applying to Regular Status Nonexempt and Exempt staff; and (4) has an employer-employee relationship with the institution in which the institution furnishes necessary supplies and equipment, and a place to work; has the right to control and direct the details, means and results of the performance of the services; and has the right to discharge the person from employment.

State/Federal Regulatory Requirements (cite if applicable):

N/A

Policy Language:

- A. It is the policy of Baltimore City Community College that employees, after three consecutive years of service in the Contractual Category, shall be eligible to be converted to a Regular Status position and subject to all the policies and procedures of Regular Status employees.
- B. This provision does not apply to employees in positions funded through Research/Service Grant or Contract, or through Clinical Revenue; Athletic Coaches; employees on internship; and those employees who have chosen not to be converted to Regular Status employment.



Policy No:

- C. This provision does not automatically convert current contractual employees who have worked three or more years
- D. Employees who are converted to Regular Status without a break in service will have contractual time served in the current position counted towards their probationary period.
- E. All Conversions will be will be approved based on PIN and funding availability within the requested division/department

Proposed Implementation Date: July 1, 2018

Proposed by: Michelle Williams, Executive Director of Human Resources
Calvin Harris, Vice President/Senior Staff Member

Approved by the Board of Trustees: February 21, 2018

Originator/Division: The Office of Human Resources

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



Date: August 1, 2017

Title of Procedures: Contractual Conversion Procedures

Procedures (check one): New Revised _____ Reformatted _____

Applies to (check all that apply):

Faculty ___ Staff Students ___

Division/Department ___ College ___

Topic/Issue:

Establish (BCCC) Baltimore City Community College Policy for Contractual employees who work more than 30 hours per week who have been continuously employed for three years to be converted to regular positions

Background to Issue/Rationale for Procedure:

A person (non-faculty employee) who (1) pursuant to a written agreement, provides personal services to BCCC for pay; (2) is not employed as a Regular Status employee in a budgeted position; (3) whose compensation, terms and conditions of employment are governed by this policy and a written contract and not by the BCCC policies generally applying to Regular Status Nonexempt and Exempt staff; and (4) has an employer-employee relationship with the institution in which the institution furnishes necessary supplies and equipment, and a place to work; has the right to control and direct the details, means and results of the performance of the services; and has the right to discharge the person from employment.

State/Federal Regulatory Requirements (cite if applicable):

N/A

Procedural Language:

I. TERMS AND CONDITIONS

All Contractual Status employees:

1. Must meet the minimum qualifications for the position;

2. Shall be paid at a rate that at least meets the minimum of the pay range for the position's job class. Other compensation changes must be made in accordance with Guidelines.
3. Shall be entitled to service credit for the time served in this category, as a Regular Status employee. The term "service credit" is not applicable to any retirement rights
4. Shall be given a written performance evaluation under the Baltimore City Community College Performance Management Program guidelines
5. This provision does not apply to employees in positions funded through a Research/Service Grant or Contract, or through Clinical Revenue; Athletic Coaches; employees on internships; and those employees who have chosen not to be converted to Regular Status employment.
6. This provision does not automatically convert current contractual employees who have worked three or more years
7. Contractual employee may be eligible to be converted to a Regular position without a recruitment process.
8. All Conversions will be will be approved based on PIN and funding availability within the requested division/department.

II. BENEFITS

1. All employees are eligible for paid leave, which includes 22 Annual Days, 15 Sick Days, 3 Personal Days (pro-rated based on start date), 1 Floating Holiday and 14 Federal Holidays (including winter break). All contractual employees converting to Regular status positions will begin to accrue leave as a Regular employee, and will not be compensated or allowed to carry over any remaining leave balance from the contract period.
2. Contractual employees may participate in the State Health Insurance programs and Prescription Plan that are available to State employees. Participation shall be in accordance with regulations of the State Department of Budget and Management and any applicable Federal rules and regulations.
3. Contractual employees may participate in the Tuition Remission program
4. Contractual employees may participate in other programs with voluntary deductions, e.g., charitable contributions; State Employees Credit Union (SECU).

Proposed Implementation Date: July 1, 2018

Proposed by: **Michelle Williams, Executive Director of Human Resources**
Calvin Harris, Vice President/Senior Staff Member

Approved by the Board of Trustees: February 21, 2018

Originator/Division: **The Office of Human Resources**



Baltimore City Community College

2019 PERFORMANCE ACCOUNTABILITY REPORT (DRAFT)

Board of Trustees, September 18, 2019

Dr. Debra L. McCurdy, President

About the 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. Baltimore City Community College (BCCC) is reporting on year four (2019) of the five-year cycle. At the beginning of each cycle, institutions establish five-year benchmarks for the **34 indicators** defined by MHEC. The benchmarks are based upon four years of trend data.

In 2018, the indicators were re-organized by the three goals of the *2017-2021 Maryland State Plan for Postsecondary Education - Increasing Student Success with Less Debt: Access, Success, and Innovation*. Additionally, nine required student characteristics are included to clarify institutional missions and provide context when reviewing the indicators. Each year, colleges must update the trend data for the characteristics and indicators with the most recent year's information. Institutions are permitted to revise benchmarks only once in the cycle (year two). The 2019 PAR is BCCC utilized that opportunity and revised the benchmarks related to seven indicators.

In addition to the **indicators and benchmarks**, **narrative sections** are required related to **(1) Institutional Assessment** and **(2) 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 current State Plan. New, current, and planned initiatives are discussed as well as external and internal factors. The activities 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 partnerships and outreach initiatives that we have underway with the Baltimore City Public School System, area organizations, and community groups.

The President, Cabinet and key administration, faculty and staff monitor Baltimore City Community College's progress and outlines strategies to maintain or enhance performance. BCCC informs the Secretary of Higher Education of the College progress towards meeting its goals/benchmarks through the PAR. BCCC has historically complied with MHEC's PAR guidelines and is in good standing.

MHEC requires that each institution's governing board approve the PAR. The 2019 PAR must be submitted to MHEC by **October 1, 2019**.



Baltimore City Community College
2019 Performance Accountability Report (Draft)
Institutional Assessment Summary

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 fell to 6,054 in FY2018, a decline of 5.0%, but increased by 10.6% in FY 2019. The market share of first-time, full-time freshmen increased 12.2 percentage points for fall 2018, while the market share of part-time undergraduates decreased by 13.6 percentage points. The market share of recent, college-bound high school graduates decreased to 9.4% in fall 2017, which predates the launch of the Mayor's Scholars Program (MSP). In fall 2018, over 300 MSP students participated in the 2018 Summer Bridge and 289 completed the fall semester in credit courses and 15 additional students shifted to continuing education workforce programs. In 2019, over 400 participated in the second cohort of the Summer Bridge program. The number of dual enrolled high school students increased to 230 for fall 2018. Enrollments in credit online courses increased to 6,904 in fall 2018.

BCCC's unduplicated headcount in continuing education decreased to 8,015 in FY 2018. Annual unduplicated headcount and annual course enrollments in continuing education community service and lifelong learning courses decreased in FY 2018 to 415 and 546. The unduplicated annual headcount and annual course enrollments in continuing education basic skills and literacy courses fell in FY 2018 to 4,965 and 10,073. The annual unduplicated headcount in ESL courses decreased in FY 2018 to 3,129. Continuing education online course enrollments increased to 1,318 in FY 2018.

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

The fall-to-fall retention rates for the 2017 cohort of Pell grant recipients and developmental students were both 37.1%, an increase for the Pell grant recipients. The four-year developmental completer rate increased to 28.9% for the fall 2014 cohort. BCCC's overall successful-persister rate for all students in the fall 2014 cohort fell slightly to 51.1% and the developmental completers' rate fell slightly to 74.3%, but remained nearly triple that of the developmental non-completers. The successful-persister rate for African-American students mirrored the decline of the overall cohort, 48.4% for the fall 2014 cohort. The overall four-year graduation-transfer rate increased for the fall 2014 cohort to 37.1% and to 48.9% for the developmental completers. The increase in the graduation-transfer rate for African-American students was similar to that for the total cohort at 34.5% for the fall 2013 cohort.

The total number of degrees and certificates awarded increased by 34.4% to 656 in FY 2018, the highest number awarded since FY 1984 and the number of STEM awards increased by 26.4% to 306. BCCC's graduate satisfaction with educational goal achievement maintained a high rating of 92.1% for the 2016 graduates. Surveys of non-returning students show that 56.7% of respondents completely or partly achieved their educational goal. While reasons for leaving vary, 62.5% of those who did not meet their goal said they plan to return to BCCC. BCCC graduates' licensing examination pass rates remained very high with Dental Hygiene achieving a pass rate of 100% in FY 2018 for the fifth consecutive year. Licensed Practical Nursing achieved a pass rate of 90.0% and Nursing achieved 85.4%. The pass rates for Physical Therapy Assistant and Respiratory Care fell to 72.7% and 73.3%, respectively. The performance of BCCC transfer students at senior institutions decreased in AY 2017-18. The percentage of students with a cumulative GPA of 2.0 or above after the first year declined to 80.0% and the mean GPA after the first year decreased to 2.66. Graduates' satisfaction with transfer preparation remained high at 84.6%.



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

Responses to the 2016 Graduate Follow-Up Survey show that 75.0% were employed in a field related to their BCCC program and 85.7% were satisfied with the job preparation they received at BCCC. Recent data from the Jacob France Institute show that the FY 2015 graduates' median income more than doubled from one year prior to three years after graduation. The annual unduplicated headcount and annual course enrollments in workforce development decreased in FY 2018. The annual unduplicated headcount in Continuing Professional Education leading to government or industry-required certification or licensure fell while the annual course enrollments increased. The unduplicated headcount in contract training decreased to 1,143 and course enrollments fell to 2,472. The number of business organizations continued to increase in FY 2018 to 90 and employer satisfaction with the contract training remained at 100%.

Response to Commission Questions: For your institution, please describe: 1) one or more targeted interventions and the population(s) served, 2) the identified obstacles the students might face, 3) the metrics used to evaluate the intervention(s) and 4) the evidence used to assess and adapt the intervention(s) to ensure its intended effects.

BCCC Response: One of the achievement gaps is among developmental-completers as compared to non-completers. The need for remediation remains high for BCCC students and the College is committed to reducing as many barriers as possible to completing recommended developmental coursework. The Accelerated Learning Program (ALP) was piloted in spring 2019 for RENG 92 and ENG 101 for Mayor's Scholars Program (MSP) students. Students were permitted to self-select this option based on their placement test scores and advisor recommendations. The pass rates of 91.7% in the RENG 92 and ENG 101 components; the pass rate in the non-ALP RENG 92 sections was 63.6% and 67.5% in the non-ALP ENG 101 sections. Based on the pilot section's pass rates, the English, Humanities, Visual and Performing Arts department offered three face-to-face ALP opportunities for fall 2019, with two designated for MSP students and one for non-MSP students. The instructors utilize the syllabi for RENG 92 and ENG 101 and integrate the student learning outcomes throughout the semester. The learning outcomes related to essay writing, documentation, analysis, and critical thinking will be of particular interest in assessing and adapting the ALP. Course pass rates will continue to be evaluated. Because of the accelerated nature of the ALP, instructors are implementing a break in the middle of the class time. Students will be surveyed towards the end of the semester regarding their perceptions of the class structure, pace, and content. Metrics will measure course pass rates, learning outcomes, final exams, course pass rates in subsequent English courses (if applicable), student survey results, faculty survey results, next-term retention, and completion.

BALTIMORE CITY COMMUNITY COLLEGE 2019 PERFORMANCE ACCOUNTABILITY REPORT

I. MISSION

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

II. INSTITUTIONAL ASSESSMENT

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

Baltimore City Community College's (BCCC) annual unduplicated credit headcount fell to 6,054 in FY 2018, but increased by 10.6% to 6,694 in FY 2019 (Indicator 1b). The market share of first-time, full-time freshmen increased 12.2 percentage points to 25.1% which represents 233 students, while the market share of part-time undergraduates decreased to 23.1% (Indicators 2 and 3). While the majority of BCCC's students enroll part-time, the proportion of part-time students declined to 65.8% in fall 2018 (Characteristic A). The characteristics and personal responsibilities of the majority of BCCC's students make full-time enrollment challenging: 52.3% of credit students are 25 years of age or older and 44.1% are employed at least 20 hours per week (Characteristics F and G). BCCC continues its efforts to support full-time enrollment. Of the respondents to the spring 2018 Community College Survey of Student Engagement (CCSSE), 39.9% reported having children that live with them and 49.9% reported that childcare is an important service to them. The College's Clarence W. Blount Child Care Center is accessible for the children of students and staff (with limited slots for the community) age six months to 12 years and offers evening care. It is open every day that the College is open for regular operations (excluding spring break and scheduled professional development days). Scholarships are offered through the federal Child Care Access Means Parents in School grant. The College continues to expand its course offerings and modalities which include hybrid, online, weekends, accelerated sessions, and "Z-courses" which utilize Open Education Resources (OERs) which reduce or eliminate the cost of textbooks.

The market share of recent, college-bound high school graduates decreased to 9.4% in fall 2017 (Indicator 4) which predates the launch of the Mayor's Scholars Program in fall 2018. The Mayor's Scholars Program (MSP) is a partnership between BCCC, the Baltimore City Mayor's Office, and the Baltimore City Public School System (BCPSS). Through this last-dollar scholarship program, high school graduates who are City residents have the opportunity to complete an Associate Degree, Certificate, or workforce development program with their tuition and fees covered. Participants must complete a FAFSA, remain in good academic standing with at least a 2.0 GPA while attending BCCC, and complete their program within 150% of the expected time (three years for an Associate Degree). Over 300 MSP students participated in the 2018 Summer Bridge program prior to enrolling in fall classes and 289 completed the fall semester in credit courses and 15 additional students shifted to continuing education workforce programs. In 2019, over 400 students participated in the second cohort of the Summer Bridge program. Based on the course pass rates and feedback from MSP students and faculty, the Summer Bridge program was shortened from seven weeks to six weeks and most students only took the one-credit PRE 100 credit instead of two courses. The Bridge programs included an orientation and academic support services designed to ease the transition from high school to college. Students toured campus facilities; met key faculty, advisors, coaches, and student leaders; and participated in enrichment activities. Throughout the year, MSP students met with advisors and Student Success Coaches; and attended workshops, study halls, and a Coppin "Sneak Peak" transfer event. An end-of-year survey was administered to the 2018 cohort towards the end of spring 2019 (76 respondents) and 92.9% indicated that they were somewhat or very

satisfied with the help they received from their MSP Success Coach, 80.3% would recommend MSP to friends or family, and 80.3% would recommend BCCC to friends or family.

The College's partnership with Year Up continued to grow. In June 2018, the College held the graduation ceremony for the sixteenth Year Up Baltimore cohort. Over 70 students graduated from the year-long program which includes coursework, workforce training, and paid internships. Students are invited to continue their studies at BCCC while continuing their employment.

The number of dual enrolled high school students increased to 230 for fall 2018 (Indicator 5, includes an additional 58 PTECH with registration activity that occurred subsequent to the 172 dual enrolled students reported in the College's Enrollment Information System file). In addition to two cohorts of PTECH students from Carver Vocational Technical High School and Paul Lawrence Dunbar High School, the College began its STEM Core partnership with Forest Park High School, Digital Harbor High School, and Vivian T. Thomas High School. The College continued offering classes on site at Bais Yaakov of Baltimore.

Enrollments in credit online courses increased to 6,904 in fall 2018 (Indicator 6a). In fall 2018, face-to-face and online sections were offered for all of the College's 20 highest enrolled courses offered; 468 students enrolled exclusively in online classes and an additional 1,297 students enrolled in both online and face-to-face classes. In 2018, the following degree programs could be completed entirely online: Business Administration, Business Management, Accounting, Law Enforcement/Correctional Administration, and General Studies. All students taking online or hybrid courses for the first time are required to attend an online student orientation which explains the student and faculty expectations and familiarizes them with Canvas. The Center for E-Learning Excellence and Teaching Innovation offers training related to instructional resources through the academic year. Training topics include using videos in Canvas, eTutoring at BCCC, how to conduct webinars for students, Canvas tools, incorporating accessibility in online courses, creating rubrics and outcomes in Canvas, and Quality Matters rubrics.

The number of Z-course (courses that offer zero- or low-cost web-based textbooks and other digital materials) sections and offerings has expanded; in fall 2018, 156 sections of Z-courses were offered. The fall 2018 E-Learning student survey (220 respondents) showed that 95.0% of students enrolled in Z-courses found the content easy to access. In 2018, four BCCC faculty were awarded grants through the Maryland Open Source Textbook (MOST) High Impact OER Mini-Grant Program. The MOST grants are designed to support the replacement of traditional textbooks with learning resources that are openly licensed (Creative Commons CC-BY Attribution 4.0 International License), fully accessible based on Web Content Accessibility Guidelines (WCAG) standards, openly and freely available outside their delivery platforms, provide students with day-one access to their learning materials, allow students to retain access to their OER content after completion of the course, and are continuously updated. The 2018 courses were MGMT 222 (Principles of Management), ENG 101 (English Writing), BIO 102 (Principles of Biology), MAT 128 (Pre-Calculus: College Algebra), and MAT 129 (Pre-Calculus II). In fall 2018, while the numbers of students in OER sections were far lower than those enrolled in non-OER sections, the pass rate in ENG 101 was five percentage points higher for the OER sections.

Continuing education online course enrollments increased to 1,318 in FY 2018 (Indicator 6b). Courses with the largest enrollments include ESOL Basic Skills Tutorial, ESOL Independent English, Child Care, Business Office Administration, Health Administration Billing Coding, Human Resources, and Physical Therapy Aide.

Low incomes and extensive personal and job responsibilities are characteristic of most BCCC students, making affordability a key issue; 44.1% of our credit students work more than 20 hours per week and 38.3% received Pell grants in FY 2018 (Characteristics G and E). Spring 2018 CCSSE respondents reported that 61.4% use their own income/savings as a major or minor source for paying their tuition and 49.5% 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 and stayed below our benchmark at 33.8% in FY 2018 (Indicator 7). The College utilizes a market-based tuition and fee model which calls for adjustments based on programmatic needs and sustaining existing services while remaining affordable. The application fee has been eliminated and the College has maintained its flat rate tuition and fee schedule for students enrolled in 12 to 18 credits. Easing students' financial burdens is the primary reason BCCC expanded its use of OERs which provide students with reduced or cost-free resources including e-textbooks and videos. In addition to the cost savings, students get immediate access to the resources on the first day of class via computer, tablet, or smartphone. The College's one-credit Preparation for Academic Achievement course, PRE 100, continues to offer OERs in all sections and has attained pass rates ranging from 76.0% to 78.7%, markedly higher than in years prior to the use of OERs.

BCCC's unduplicated headcount in continuing education decreased to 8,015 in FY 2018 (Indicator 1c.) The Workforce Development and Continuing Education Division (WDCE) 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 in FY 2018 to 415 and 546, respectively (Indicator 8). The unduplicated annual headcount and annual course enrollments in continuing education basic skills and literacy courses fell in FY 2018 to 4,965 and 10,073, respectively (Indicator 9). The impact of the refugee resettlement concerns in the City and State was reflected in the annual unduplicated headcount in ESL courses which decreased in FY 2018 to 3,129 (Characteristic D). Through the coordination of the Mayor's Office of Immigrant Affairs, the College has developed a partnership with the Baltimore City Community Action Partnership for English language learner students. These students will attend BCCC in the fall and spring semesters for contextualized English as a Second Language instruction covering vocabulary relative to financial literacy along with workshops and access to financial coaching provided by the City's Community Action Partnership Centers. Through the Refugee Assistance Program (RAP), adult refugees and asylees who have lived in the United States for five years or less take courses to improve their English, develop skills necessary to find employment, and function in their everyday English language environment. Classes are funded through a grant from the Maryland Office for Refugees and Asylees and are offered during the day and evening. WDCE offers GED and Pre-GED classes for adults 16 years of age or older who have not earned

their high school diplomas and are not enrolled in a school program. Placement is based on students' scores on the Comprehensive Adult Student Assessment System (CASAS) placement test. Pre-GED classes are offered for students whose native language is not English. The College has partnered with South Baltimore Learning Center to help ex-offenders earn a GED.

The percentage of minority student enrollment at BCCC has always exceeded the corresponding percentage in its service area; 93.0% of fall 2018 credit students and 89.4% of FY 2018 continuing education students were minorities compared to 69.7% of the City's population (Indicator 10). In fall 2018, 72.9% of full-time faculty and 75.0% of full-time administrative/professional staff were minorities (Indicators 11 and 12). The Office of Human Resources uses a multitude of channels to attract a diverse, qualified, and competitive applicant pool. BCCC makes every effort to cast the widest net possible to capture a robust applicant pool by posting on a battery of job boards. All positions are posted on the BCCC website, *Indeed.com*, *US.Jobs*, *HigherEd Jobs*, *Inside Higher Ed*, *Academic Careers Online*, *Diverse Jobs.net*, *Maryland Diveristy.com*, *Higher Education Recruitment Consortium*, and the *Chronicle Vitae*. When positions prove hard to fill, the College will utilize specialty niche websites for recruiting specialized skill sets including the Society for Human Resource Management, the College & University Professional Association for Human Resources, Dice, Chesapeake Human Resources Association, Idealist Careers, the American Association of Community Colleges, Association of College & University Auditors, International Facility Management Association, CareerBuilder, and Monster. BCCC utilizes various social media platforms including Twitter, Facebook, and LinkedIn to garner additional applicants. BCCC actively participated in two job fairs at Morgan State University and at a job fair hosted by the Afro Newspaper. Additionally, BCCC has partnered with the Maryland Workforce Exchange (MWE) to hold hiring events at local MWE offices to fill select high-need positions.

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

BCCC's fall-to-fall retention rate remained stable at 37.1% for the fall 2017 cohort of developmental students (Indicator 13a). The four-year developmental completer rate increased to 28.9% for the fall 2014 cohort (Indicator 15). With most students requiring developmental coursework, 90.7% of all first-time entrants in fall 2018, focus must remain on successful developmental completion and the initiatives put in place to increase retention and persistence, particularly in students' first year (Characteristic B). In AY 2018 – 19, RENG 90, the lowest level of developmental Reading/English) was no longer offered. Five sections of RENG 91 were offered specifically for students who tested into RENG 90 in fall 2018. Students enrolled in the fall 2018 Accelerated 1 session of RENG 92 had a pass rate of 81.0%, notably higher than the pass rate for the 16-week pass rate of 67.0% for the non-accelerated students. This information supported the plan to pilot the Accelerated Learning Program (ALP) in spring 2019. The ALP allows students to take RENG 92 and ENG 101 in one semester. In spring 2019, one section of ALP was offered for MSP students (students registered for designated RENG 92 and ENG 101 sections). The ALP designated sections enrolled 24 students for the semester and the pass rates were 91.7% for the RENG 92 component and the ENG 101 component. In fall 2018, 98.8% of new students who took the placement test were recommended into developmental math. In fall 2018, 799 students completed MAT 86 and pass rates fell. The Math Department and Office of

Institutional Research reviewed the pass rates to ascertain differences based on modality and/or pace. The hybrid sections were held as 12-week sessions and online sections were offered in 12- and 16-week sessions. The hybrid sections' pass rate was notably higher than those of the online sections. RENG and MAT instructors work with the Promise Academy to provide students in the lowest levels with supplemental support including embedded tutoring; MAT 86 pass rates were higher for the Promise Academy sections than for the non-Promise Academy sections. The Math Department is offering four more hybrid sections of MAT 86 for fall 2019 and has developed a more detailed rubric for grading the final exam.

In addition to the tutoring services provided through the College's Center for Academic Achievement, all BCCC students can use eTutoring services via Canvas. Through eTutoring, students can receive assistance with the following subjects: Writing, Biology, Statistics, Anatomy & Physiology, Chemistry, Math, and Accounting. Students have access to the Online Writing Lab where they can submit a draft of a paper, seek feedback, and receive a response from a tutor within 24 to 48 hours. Students can participate in live tutoring where they meet with a tutor, one-on-one, via an interactive, virtual online environment.

The fall-to-fall retention rate for the 2017 cohort of Pell grant recipients and developmental students both increased to 37.1% (Indicators 14a and 13a). The number of Pell grant recipients fell by 273 students from FY 2017 to FY 2018, as reflected in the lower percentage of students receiving Pell grants in FY 2018 of 38.3% (Characteristic E). BCCC offered free Completion Assistance Workshops for the Free Federal Application for Student Aid (FAFSA) throughout the year to new and continuing students and parents. The Student Accounting Office has increased communications to students regarding FAFSA processes and payment arrangement options and deadlines through email, Canvas, phone calls, and information on the College's website. Financial aid presentations are a component of the PRE 100 course and new student orientations. To assist with other student needs, the Student Support and Wellness Services Center offers activities throughout the year to help students with time management, stress management, exercise opportunities, and mental health awareness and resources.

BCCC's overall successful-persister rate for all students in the fall 2014 cohort fell slightly to 51.1% and the developmental completers' rate fell slightly to 74.3%, but remained nearly triple that of the developmental non-completers (Indicator 16). The successful-persister rate for African-American students mirrored the decline of the overall cohort, 48.4% for the fall 2014 cohort (Indicator 17a). The overall four-year graduation-transfer rate increased for the fall 2014 cohort to 37.1% and to 48.9% for the developmental completers (Indicator 18). The increase in the graduation-transfer rate for African-American students was similar to that for the total cohort at 34.5% for the fall 2013 cohort (Indicator 19a). A primary focus for BCCC remains improving the developmental completion rate which drives nearly all other outcome measures. As discussed, the need for remediation remains high for BCCC students; the College is committed to reducing as many barriers as possible to completing the recommended developmental coursework and all program requirements. The streamlined levels of developmental courses in math and reading/English are making a positive impact, as discussed above. The College continues its work to expand support services to all students, offer creative scheduling options including course modality and pace, increase financial aid literacy and access to information, and increase staff training. Student success remains BCCC's number one strategic priority.

The federally funded Student Support Services/Students Taking Action in Reaching Success (TRIO/SSS-STAIRS) program is designed to increase retention, graduation, and transfer rates of low-income, first-generation college students and students with disabilities needing academic support. In AY 2018-19, the program served 230 students many of whom received individualized, intensive support services. Of those students, 35 graduated with degrees and/or certificates and 7 reported they will transfer to four-year institutions by fall 2019. The Program held two “Meet and Eat” events to address students’ non-academic needs, and to enhance their sense of belonging in college. Participants had the opportunity to connect and share with one another and with staff in a relaxed atmosphere. Other events held during the year in collaboration with other departments included the Annual “Clothing Swap and Shop” to help students build professional wardrobes for interviews, internships and careers, “The Marketplace Experience II: Shattering the Myth of the Superwoman: Creating a Personal Plan for Success and “Home is Home, African and African Diaspora Symposium” during which participants shared their views about “Building Bridges Across the Diaspora.”

The total number of degrees and certificates awarded increased by 34.4% to 656 in FY 2018, the highest number awarded since FY 1984 and the number of STEM awards increased by 26.4% to 306 (Indicators 20 and 21b). FY 2018 included the first degrees and certificates awarded in the Cyber Security and Assurance programs with 9 degrees and certificates. Increases in other programs’ awards included Accounting, Business Administration, Information Technology Basic Skills, Computer Information Systems, and Biotechnology.

While STEM awards increased, enrollment in STEM programs decreased in fall 2018 to 2,297 (Indicator 21a). BCCC launched a partnership with Edmondson Westside High School for a dual enrollment certificate in Biotechnology Lab Science and Lab Animal Science, which is a first in Baltimore City. In 2019, 17 Edmondson sophomores enrolled in the pilot program and are on track to graduate from high school with a certificate as well as complete their Career and Technical Education (CTE) programs of study in the health professions or engineering pathways. Biotechnology students develop laboratory technical skills in preparation for employment under the supervision of professional scientists and may prepare for transfer to senior institutions. The program includes a state-of-the-art technical research experience through local biotechnology companies and research facilities and labs including University of Maryland, Baltimore, University of Maryland Baltimore County, Towson University, and the Johns Hopkins University. The summer internships that these students complete lead to job opportunities.

The College held its seventh annual STEM Symposium: Shaping Our Future Through STEM. Over 300 students attended to hear the keynote speaker from The Juxtapia Group, a non-profit organization established in 2000 to increase the number of underserved and disadvantaged minorities that pursue advanced degrees, contribute to STEM related careers, and establish STEM related businesses. The STEM Symposium highlights student research, much of which was conducted at the University of Maryland Medical School. The College’s sixth annual Biotech Symposium, held at the University of Maryland BioPark, featured a career panel of BCCC alumni who shared with a group of high school students how their start in BCCC’s Biotechnology program and Biotechnology Club helped them achieve their career goals. BCCC hosted the fifth annual Maryland Collegiate STEM Conference (MCSC). Over 500 participants

from 21 Maryland colleges and universities attended and were welcomed by Lt. Governor Boyd Rutherford. The MCSC is a collaborative effort of Maryland community colleges to highlight STEM programs and create opportunities for students. The conference featured student-led research poster presentations and speakers.

BCCC's graduate satisfaction with educational goal achievement maintained a high rating of 92.1% for the 2016 graduates (Indicator 22). Surveys of non-returning students show that 56.7% of respondents completely or partly achieved their educational goal (Indicator 23). While reasons for leaving vary, 62.5% of those who did not meet their goal said they plan to return to BCCC. The most common reason cited for those who did not meet their goals was "financial reasons."

BCCC graduates' licensing examination pass rates remained very high with Dental Hygiene achieving a pass rate of 100% in FY 2018 for the fifth consecutive year (Indicator 25). Licensed Practical Nursing achieved a pass rate of 90.0% and Nursing achieved 85.4%. The pass rates for Physical Therapy Assistant and Respiratory Care fell to 72.7% and 73.3%, respectively. The Respiratory Care program implemented the following strategies to improve pass rates: purchased software to be administer practice exams in the Respiratory Care lab, hired dedicated staff at the clinical sites, purchased access to Lindsey Jones, a web-based tool similar to the licensing exam that can be customized to strengthen students' weak areas, and upgraded lab simulation equipment to provide more real-world situations to enhance critical-thinking skills.

The performance of BCCC transfer students at senior institutions decreased in AY 2017-18. The percentage of students with a cumulative GPA of 2.0 or above after the first year declined to 80.0% and the mean GPA after the first year decreased to 2.66 (Indicator 26). Graduates' satisfaction with transfer preparation remained high at 84.6% (Indicator 24). BCCC has implemented new articulation agreements including a new agreement with Bellevue University. The College hired a new Transfer Specialist for the Transfer Center to assist students with the transfer process. Information regarding articulation agreements, ARTSYS, scholarships for transfer students, transfer admission deadlines, and the transfer application process are available on the College's website and in the Transfer Center at the main campus. BCCC hosts transfer events every semester on campus and participates in those hosted by senior institutions.

BCCC is committed to student success by allocating as much of its resources as possible to instruction, academic support, and student services (Indicator 27). The College continues to maintain a larger percentage then benchmarked for instruction and academic support. While the College's unrestricted expenditures decreased by \$1.1 million from FY 2017 to FY 2018, the change in the distribution of expenditures is due to the College reclassifying expenses in FY 2018 (which were classified in prior fiscal years as instruction, primarily within the continuing education division) to their appropriate classifications of academic support and student services. These reclassifications will carry forward to future fiscal years.

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

Responses to the 2016 Graduate Follow-Up Survey show that 75.0% were employed in a field related to their BCCC program and 85.7% were satisfied with the job preparation they received

at BCCC (Indicators 28 and 29). The most recent data from the Jacob France Institute show that the FY 2015 graduates' median income more than doubled from one year prior to three years after graduation (Characteristic I). The Panther Workforce Center has expanded to include a site at the College's Reisterstown Plaza Center in addition to the main campus and Harbor site. The Center provides the following services to credit and continuing education students and alumni: career counseling, resume development, access to College Central (an online registration and job posting system for internships, co-ops, volunteer opportunities, information sessions, and full- and part-time jobs), career fairs, and employer visibility days. The TRIO/SSS-STAIRS program provides career counseling and referrals to the Panther Workforce Center. Year Up, P-TECH, and Biotechnology students have access to industry mentors who are brought to the campus to explain job opportunities. Results from the 2016 and 2018 administrations of the CCSSE showed an increase in the percentage of students who report that their experience at BCCC contributed to their developing clearer career goals (86.6% in 2016 and 89.5% in 2018) and getting information about career goals (81.9% in 2016 and 84.9% in 2018).

The annual unduplicated headcount and annual course enrollments in workforce development decreased in FY 2018 (Indicator 30a and 30b). In fall 2018, the College opened the BCCC, Goodwill Industries, and CVS Health's mock pharmacy, the first of its kind in the nation. The mock pharmacy, located at Goodwill of the Chesapeake's headquarters in downtown Baltimore provides students with realistic and hands-on experience to become successful pharmacy technicians and patient advocates including a patient consultation area, checkout counter, and inventory of imitation prescription medicines. The program supplements the classroom instruction at BCCC.

The annual unduplicated headcount in Continuing Professional Education leading to government or industry-required certification or licensure fell while the annual course enrollments increased (Indicator 31a and 31b). In 2018, BCCC launched a new Commercial Driver's License training program through a partnership with the Lazarus Rite and Baltimore City's Department of Transportation (DOT) and Department of Public Works (DPW). The innovative program provides 16-week training to returning citizens tuition free along with access to employment opportunities with DOT and DPW. Sixteen participants completed the session offered.

The unduplicated headcount in contract training decreased to 1,143 and course enrollments fell to 2,472 (Indicator 33a and 33b). The number of business organizations continued to increase in FY 2018 to 90 and employer satisfaction with the contract training remained at 100% (Indicators 32 and 34).

BCCC provided contract training and services to the Baltimore City Fire Department for Emergency Medical Technician, Baltimore City Police Department for a program for cadets, and International Rescue Committee for Transition to English classes for manufacturing workers. WDCE is developing new training with Johns Hopkins Hospital and University of Maryland Medical System for multiple health programs.

Response to Commission Questions

Commission Assessment: The Commission continues to focus its attention on equity gaps in college outcomes among minority college students and their white peers. A central topic of the 2019 Completion Summit MHEC held in April was on college completion and equity. One of the speakers, Dr. Nikki Edgecombe of the Community College Research Center (CCRC), discussed ways institutions can create more equitable and inclusive pathways for students to achieve their educational goals.

The principles she posited include: 1) knowing your students, 2) understanding the obstacles to their success, 3) adopting and adapting responsive policies and practices, and 4) scaling and institutionalizing continuous improvement. In reference to this, she stated “*Targeted interventions are probably one of the more powerful vehicles we have for addressing gaps in attainment. They are not always popular, but universal interventions often times may lift all boats but maintain gaps...*”

For your institution, please describe: 1) one or more targeted interventions and the population(s) served, 2) the identified obstacles the students might face, 3) the metrics used to evaluate the intervention(s) and 4) the evidence used to assess and adapt the intervention(s) to ensure its intended effects.

BCCC Response: The Commission highlighted in the question posed to BCCC for the 2018 Report that the College’s outcomes “for all students and African American students are almost identical because African American students comprise the majority of the College’s credit students; therefore, the College does not report any achievement gaps between these populations.” Where one of the achievement gaps exists is among developmental-completers as compared to non-completers. The need for remediation remains high for BCCC students and the College is committed to reducing as many barriers as possible to completing recommended developmental coursework.

As noted previously, the Accelerated Learning Program (ALP) was piloted in spring 2019 for RENG 92 and ENG 101 for Mayor’s Scholars Program (MSP) students. Students were permitted to self-select this option based on their placement test scores and advisor recommendations. The pass rates of 91.7% in the RENG 92 and ENG 101 components; the pass rate in the non-ALP RENG 92 sections was 63.6% and 67.5% in the non-ALP ENG 101 sections. Based on the pilot section’s pass rates, the English, Humanities, Visual and Performing Arts department offered three face-to-face ALP opportunities for fall 2019, with two designated for MSP students and one for non-MSP students. The instructors utilize the syllabi for RENG 92 and ENG 101 and integrate the student learning outcomes throughout the semester. The learning outcomes related to essay writing, documentation, analysis, and critical thinking will be of particular interest in assessing and adapting the ALP. Course pass rates will continue to be evaluated. Because of the accelerated nature of the ALP, instructors are implementing a break in the middle of the class time. Students will be surveyed towards the end of the semester regarding their perceptions of the class structure, pace, and content. Metrics will measure course pass rates, learning outcomes, final exams, course pass rates in subsequent English courses (if applicable), student survey results, faculty survey results, next-term retention, and completion.

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.

Student Involvement

Involvement in community service helps to create and increase students' sense of belonging. In Academic Year (AY) 2018 – 19, TRIO/SSS-STAIRS students and staff were actively involved in the BCCC community events. They donated clothes and time to the Clothing Swap and Shop event, and offered valuable contributions during the "Home is Home" event including a recommendation to institute an "International /Social Coffee Hour" as an informal non-threatening way to interact and get to know individuals from diverse cultures.

The Environmental Science Club led a "Jeans for Teens" event to collect new or used jeans to donate to City homes for teenagers. The Phi Theta Kappa Honor Society students organized a Thanksgiving food drive for City families in need along with toy drive to benefit the children of the Dayspring Programs, Inc.

A student from BCCC's Biotechnology program spoke at the Biotechnical Institute of Maryland's twentieth anniversary at the B&O Railroad Museum. BCCC students participated in the third annual "I Stand with Immigrants College & University Day of Action" held at the main campus in fall 2018. The event shared resources for immigrants and featured the Director of the Mayor's Office of Immigrant Affairs and a speaker from We Are Casa. Student athletes and coaches participated in the Baltimore Walk for ALS.

BCCC's held its fortieth annual Spring Fashion Show which featured designers from BCCC fashion design and merchandising programs and BCCC faculty and staff. BCCC's Dental Hygiene and Nursing Programs, in collaboration with the Oral Cancer Foundation, hosted its annual public free oral cancer screening and awareness event in spring 2019. BCCC Dental Hygiene and Nursing students provided information on oral cancer risk factors, early detection, and avoidance. As part of National Dental Hygiene Month, the Dental Hygiene Clinic offered free dental hygiene care to seniors 62 year of age or older. Treatment included blood pressure screenings, x-rays, oral cancer screenings, complete dental examinations, and dental cleanings for dentures or partials. The School of Nursing and Health Professions hosted a free community shredding event.

Partnerships and Outreach: Baltimore City Public School System (BCPSS) and Community Sites

BCCC's Upward Bound Math and Science Program has continued its five-decades-long partnership with BCPSS. AY 2018 – 19 marked the second year of the College's five-year renewal grant awarded in fall 2017 from the United States Department of Education.

The “Beats Not Bullets Step Show” was organized to show the artistic and passionate side of Baltimore students and to take a stand against gun violence in the City. The event was hosted by the BCCC Step Team and featured teams from Morgan State University, the Alpha Zeta Archonettes, and kids from various high Baltimore City high schools. Students participated in hopes of changing the way young people move on the stage and the streets of the City. The show was highlighted on the local news stations.

BCCC partnered with BCPSS for the fourth annual Courting Art contest. High school students, their families, friends, and art teachers celebrated the artwork submitted for the contest which was unveiled at the College’s Fine Arts wing. The theme for this year’s competition was “Uplift Baltimore.” The finalists’ artwork was displayed at the City’s Eastside District Court Building at an awards reception where the top five contestants were awarded scholarships towards art programs or postsecondary degrees.

Business, Organizations, and Agencies

The West Baltimore-based Conscious Venture Lab is housed at BCCC’s South Pavilion site. The Lab is a partnership with Innovation Village and serves as an accelerator program helping mission-driven startups build a business.

As part of the Facebook Community Boost initiative, BCCC is partnering with Facebook to develop a new Digital Marketing Certificate program. Students will have access to a new curriculum including digital marketing and social media strategy courses. Facebook and BCCC staff will work closely to structure the courses and curriculum to ensure they provide the digital skills that employers have indicated are necessary.

BCCC’s Citizenship Preparation Program is the largest citizenship program in Maryland. Multi-level citizenship classes are free for students and are held at various agency sites throughout the City and State to prepare students with the English language skills and knowledge in U.S. history, civics, and government knowledge necessary for the federal naturalization exam. Students must be permanent legal residents (green card holders) and eligible to apply for naturalization.

Community Programs and Events on Campus

The College hosted events to support the Baltimore City Children and Youth Fund including a community session that was attended by over 200 people. Senator Antonio Hayes’ Community Association Engagement Forum was held at the main campus. The event brought together community association presidents from the 40th Legislative District to identify district priorities, engage citizens, and empower neighborhoods. In addition, the 2019 40th District End of Session Forum was held on campus and included presentations by Senator Antonio Hayes and Delegates Melissa Wells, Nick Mosby, and Frank Conway, Jr. BCCC’s President and Baltimore’s State’s Attorney Marilyn Mosby gave welcoming remarks to 50 community members, including Baltimore Council President Brandon Scott. Councilman Leon F. Pinkett, III held a community forum at the main campus to discuss new communication towers around the district. Representatives from the Baltimore City Department of Planning and the Commission for Historical and Architectural Preservation joined the forum.

The Mayor's Office held the Standards of Excellence: Black Men, Black Families, Black Communities Conference at BCCC. The community event was co-sponsored by the newly formed Mayor's Office of Children and Family Success and the Mayor's Office of African American Male Engagement. Speakers included BCCC's Chairman of the Board of Trustees and former Mayor Kurt L. Schmoke and Marilyn Mosby. Conversations focused on prevention, intervention, and eradication of common social ills affecting black families in Baltimore.

BCCC's Student and Wellness Services and Total Health Care sponsored the Sexual Health, Cancer and Me Forum in fall 2018 at the main campus. Free HIV testing, health resources and referrals, and free food and refreshments were provided. Information tables included Planned Parenthood, Baltimore Cancer program, AIDS Action Baltimore, REACH Initiative, and Joy Baltimore. Interactive presentations about sexual health and cancer were conducted throughout the forum.

BCCC hosted its annual free Community Resource Fair at the main campus in fall 2018 with over 25 community and College resources available. Workshops were held related to finances, health eating, and meditation. The Black Love Expo Mania Vendor Fair was held in the Student Atrium along with the "Be the Match" National Bone Marrow Program Registry. The second annual Career Fair was held at the West Pavilion for students and community members. Various Maryland State agencies, the Baltimore City Police Department, and Amazon were among the organizations that participated.

Community Forums, Fairs, and Festivals

BCCC co-sponsored the second annual Investing in Parents Town Hall with the Liberty Village Project. Guests included the former Mayor and the CEO of BCPSS. Throughout the year, College staff participated in various events held by the Greater Mondawmin Coordinating Council, Downtown Partnership of Baltimore, Associated Black Charities, Union Baptist Church, and Greater Baltimore Committee. The College continued its participation in the B'More Healthy Expo and in the college and career readiness information session, "Preparate Para Tu Futuro," hosted by Benjamin Franklin High School specifically designed for the English as a Second Language community.

BALTIMORE CITY COMMUNITY COLLEGE
2019 PERFORMANCE ACCOUNTABILITY REPORT
Performance Indicators

Student Characteristics (not Benchmarked)

These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
A.	Credit students enrolled part time	68.4%	69.9%	68.2%	65.8% (2,976/4,523)
B.	Credit students with developmental education needs <i>(Based on all first-time entrants, including those that did not test.)</i>	87.0%	59.8%	85.7%	90.7% (1,010/1,113)
		Spring 2012	Spring 2014	Spring 2016	Spring 2018
C.	Credit students who are first-generation college students (neither parent attended college)	45.0%	43.7%	38.0%	48.4% (201/415)
		FY 2015	FY 2016	FY 2017	FY 2018
D.	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	3,939	3,537	3,765	3,129
E.	Financial aid recipients	FY 2015	FY 2016	FY 2017	FY 2018
	a. Credit students receiving Pell grants	53.6%	44.2%	40.8%	38.3% (2,318/6,054)
	b. Credit students receiving loans, scholarships and/or need-based financial aid	62.1%	52.9%	50.8% (3,225/6,346)	47.4% (2,870/6,054)
F.	Students 25 years old or older	Fall 2015	Fall 2016	Fall 2017	Fall 2018
	a. Credit students	59.0%	57.3%	55.3%	52.3% (2,367/4,523)
	b. Continuing education students	FY 2015	FY 2016	FY 2017	FY 2018
		78.4%	79.3%	78.9%	76.7%
		Spring 2012	Spring 2014	Spring 2016	Spring 2018
G.	Credit students employed more than 20 hours per week	53.8%	50.4%	45.4%	44.1% (161/365)

	Fall 2015	Fall 2016	Fall 2017	Fall 2018
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	2.8%	2.0%	2.3%	2.4%
b. Black/African-American only	77.0%	74.3%	73.4%	69.1%
c. American Indian or Alaskan native only	0.1%	0.1%	0.2%	0.2%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.1%	0.0%
e. Asian only	2.6%	2.4%	2.0%	1.1%
f. White only	7.5%	8.2%	6.9%	4.9%
g. Multiple races	1.8%	1.9%	1.8%	1.7%
h. Foreign/Non-resident alien	6.2%	8.3%	11.2%	18.7%
i. Unknown/Unreported	1.9%	2.0%	2.1%	1.9%
<i>Total Fall Credit Enrollment</i>	4,726	4,409	4,188	4,523
Wage growth of occupational program graduates	FY 2016	FY 2017	FY 2018	FY 2019
I a. Median income one year prior to graduation	\$20,964	\$18,525	\$16,882	\$18,869
b. Median income three years after graduation	\$42,446	\$39,219	\$34,377	\$39,146
				(255/325)

State Plan Goal 1: Access

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
Annual unduplicated headcount					
1 a. Total	16,583	15,443	16,049	13,974	16,265
b. Credit students	7,407	6,679	6,346	6,054	6,880
c. Continuing education students	9,278	8,874	9,798	8,015	9,850
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
2 Market share of first-time, full-time freshmen	15.0%	13.5%	12.9%	25.1%	20.0%
				(459/1,832)	
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
3 Market share of part-time undergraduates	22.2%	25.5%	36.7%	23.1%	27.2%
				(1,469/6,354)	
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
4 Market share of recent, college-bound high school graduates	25.4%	19.8%	19.2%	9.4%	28.0%
				(94/996)	
Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.					
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
5 High school student enrollment	117	102	139	230	255

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
6	Enrollments in online courses					
	a. Credit	7,593	7,489	6,721	6,904	8,491
	b. Continuing education	181	374	879	1,318	186
		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2021
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	33.7%	32.9%	34.5%	33.8%	37.4%
					(3,196/9,462)	
		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	932	634	784	415	790
	b. Annual course enrollments	1,265	943	1,109	546	1,150
		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	6,905	6,182	5,895	4,965	6,100
	b. Annual course enrollments	15,525	14,824	13,287	10,073	13,500
		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
10	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	93.8%	90.9%	92.1%	93.0%	BCCC Does Not Benchmark
					(4,100/4,409)	
		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
	b. Percent nonwhite continuing education enrollment	87.7%	90.3%	87.7%	89.4%	BCCC Does Not Benchmark
		July 2015	July 2016	July 2017	July 2018	Benchmark July 2020
	c. Percent nonwhite service area population, 18 or older	69.4%	69.6%	69.8%	69.7%	Not Applicable
					(332,155/476,710)	
		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
11	Percent minorities (nonwhite) of full-time faculty	72.0%	75.7%	76.7%	72.9%	BCCC Does Not Benchmark
					(78/107)	
		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
12	Percent minorities (nonwhite) of full-time administrative and professional staff	70.6%	74.6%	74.6%	75.0%	BCCC Does Not Benchmark
					(93/124)	

State Plan Goal 2: Success

		Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2019 Cohort
13	Fall-to-fall retention					
	a. Developmental students	33.0%	34.3%	37.1%	37.1% (206/555)	38.0%
	b. College-ready students	39.7%	na (n=29)	53.2%	46.7% (35/75)	44.7%
		Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2019 Cohort
14	Fall-to-fall retention					
	a. Pell grant recipients	31.6%	34.6%	34.8%	37.1% (166/447)	36.6%
	b. Non-recipients	40.5%	32.5%	37.3%	41.0% (75/183)	Not Applicable
		Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
15	Developmental completers after four years	18.4%	29.6%	26.6%	28.9% (252/872)	24.0%
		Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
16	Successful-persister rate after four years					
	a. College-ready students	57.8%	na (n=48)	56.0%	na (n=34)	62.8%
	b. Developmental completers	81.3%	80.1%	77.2%	74.3%	86.3%
	c. Developmental non-completers	31.5%	35.8%	31.9%	26.8%	Not Applicable
	d. All students in cohort	45.9%	57.9%	52.2%	51.1% (270/528)	50.9%
		Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
17	Successful-persister rate after four years					
	a. Black/African-American only	45.0%	55.0%	51.0%	48.4% (212/438)	50.0%
	b. Asian only	na (n=11)	na (n=14)	na (n=23)	na (n=20)	Not Applicable
	c. Hispanic/Latino	na (n=0)	na (n=11)	na (n=13)	na (n=23)	Not Applicable

Note: Not reported for groups with < 50 students in the cohort for analysis.

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
18	Graduation-transfer rate after four years				
a.	39.1%	na (n=48)	46.0%	na (n=34)	44.1%
b.	36.9%	47.7%	42.6%	48.9%	41.9% Not Applicable
c.	24.5%	31.3%	23.3%	22.6%	33.7%
d.	28.7%	40.8%	33.0%	37.1% (196/528)	33.7%
	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
19	Graduation-transfer rate after four years				
a.	28.0%	38.1%	32.9%	34.5%	33.0% Not Applicable
b.	na (n=11)	na (n=14)	na (n=23)	na (n=20)	Not Applicable
c.	na (n=0)	na (n=11)	na (n=13)	na (n=23)	Not Applicable
Note: Not reported for groups with < 50 students in the cohort for analysis.				(151/438)	
	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
20	Associate degrees and credit certificates awarded				
a.	237	193	205	234	287
b.	168	232	175	217	206
c.	104	113	108	205	154
d.	509	538	488	656	647
	<i>Number of Graduates</i>	492	496	457	586
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
21	STEM programs				
a.	2,236	2,695	2,576	2,297	2,600
	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
b.	315	237	242	306	390
	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
22	Graduate satisfaction with educational goal achievement				
	92.0%	98.7%	94.4%	92.1% (93/101)	95.0%

		Spring 2011 Cohort	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Benchmark Spring 2019 Cohort
23	Non-returning student satisfaction with educational goal achievement	89.0%	77.1%	54.4%	56.7% (21/37)	65.0%
		Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
24	Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2016.	80.0%	83.3%	100.0%	84.6% (22/26)	100.0%
		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
25	Licensure/certification examination pass rates					
	a. Nursing - National Council	56.9%	78.8%	84.1%	85.4%	
	Number of Candidates	72	52	44	48	85.0%
	b. Licensed Practical Nurse - National Council	na	100.0%	85.7%	90.0%	
	Number of Candidates	na	6	7	10	90.0%
	c. Physical Therapy - Assessment Systems	100.0%	100.0%	78.6%	72.7%	
	Number of Candidates	12	14	14	11	97.5%
	d. Dental Hygiene - National (Written) Board	100.0%	100.0%	100.0%	100.0%	
	Number of Candidates	18	14	14	15	97.5%
	e. Respiratory Care - MD Entry Level Exam	83.3%	100.0%	93.3%	73.3%	
	Number of Candidates	12	7	15	15	86.7%
		AY 14-15	AY 15-16	AY 16-17	AY 17 - 18	Benchmark AY 2019-20
26	Performance at transfer institutions					
	a. Cumulative GPA after first year of 2.0 or above	Not Available	83.4%	88.3%	80.0%	Not Applicable
	b. Mean GPA after first year	Not Available	2.75	2.76	2.66	Not Applicable
	Methodology to calculate this indicator changed starting in AY 15-16				(184/230)	
		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
27	Expenditures by function					
	a. Instruction	42.5%	43.8%	43.2%	37.5%	35.5%
	b. Academic support	8.4%	8.7%	9.5%	12.7%	8.8%
	c. Student services	11.5%	10.7%	11.2%	10.8%	12.3%
	d. Other	37.6%	36.8%	36.2%	39.0%	43.4%

State Plan Goal 3: Innovation

		Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
28	Full-time employed career program graduates working in a related field	50.0%	80.0%	na (n=3)	75.0% (21/28)	80.0%
29	Graduate satisfaction with job preparation Note: Response categories changed starting in 2016.	84%	86.7%	na (n=3)	85.7% (18/21)	85.0%
30	Enrollment in continuing education workforce development courses					Benchmark FY 2020
	a. Unduplicated annual headcount	1,421	1,892	2,628	2,020	2,800
	b. Annual course enrollments	2,302	2,257	3,495	3,100	3,600
31	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					Benchmark FY 2020
	a. Unduplicated annual headcount	723	730	1,219	1,158	1,250
	b. Annual course enrollments	1,113	1,041	1,695	2,273	1,750
32	Number of business organizations provided training and services under contract					Benchmark FY 2020
		66	73	75	90	91
33	Enrollment in contract training courses					Benchmark FY 2020
	a. Unduplicated annual headcount	1,137	2,261	2,958	1,143	2,300
	b. Annual course enrollments	2,460	2,863	4,385	2,472	2,900
34	Employer satisfaction with contract training	100.0%	100.0%	100.0%	100.0%	100.0%



Enrollment Report

Sylvia Rochester

Dean of Student Affairs – Student Affairs Division

The below information reflects enrollment/registration activity for **Fall 2019** as of September 11, 2019.

- 4,617 credit students are currently enrolled compared to 4,215 (+10%) in Fall 2018 (Figure 1).
- 1,248 credit FTEs are generated from eligible Maryland residents, compared to 1,168 (+7%) in Fall 2018 (Figure 2).
- Eligible FTEs will generate State aid in two years.
- 133 ineligible credit FTEs were noted in Fall 2019 compared to 144 in Fall 2018 (Figure 3).
- Currently, no purge has occurred Fall 2019 to allow students to make financial arrangements. The purge date for Fall 2019 is being assessed and will be implemented in the coming weeks pending remediation efforts.
- In Fall 2018 BCCC reported 4,523 as the final headcount to the Maryland Higher Education Commission (MHEC) (via the Enrollment Information System file in November), 1,189 eligible FTEs and 140 ineligible FTEs to MHEC in August 2019 (to MHEC via the CC-2 and CC-3 in August).

Figure 1.

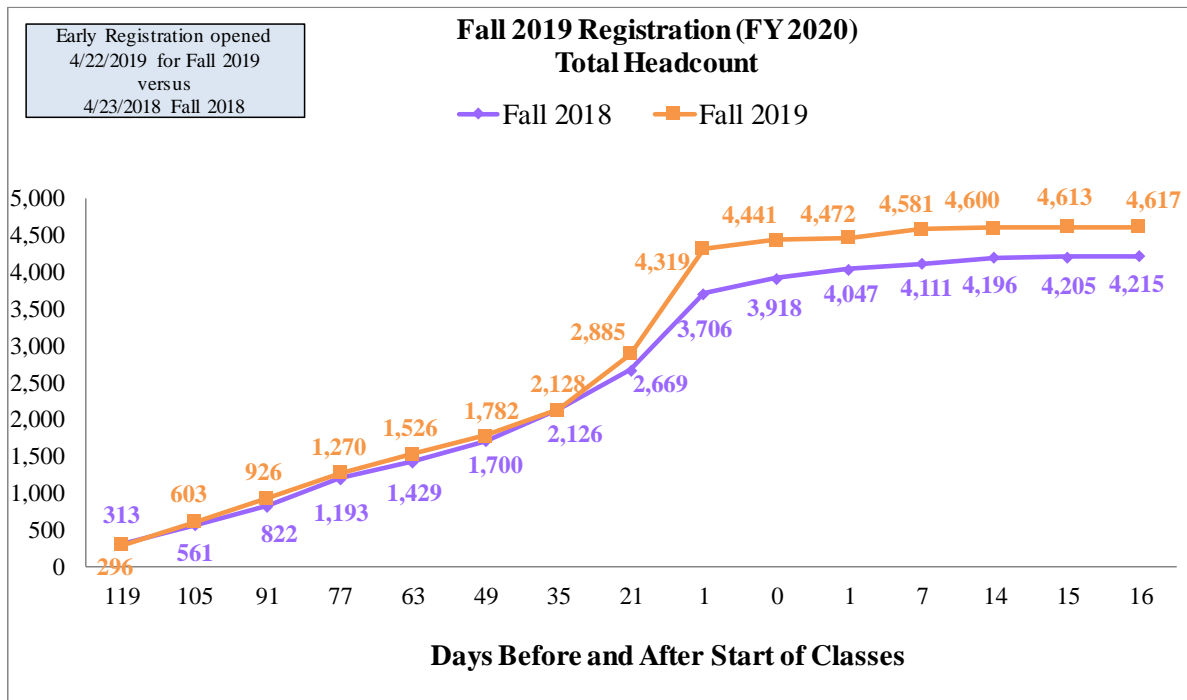


Figure 2.

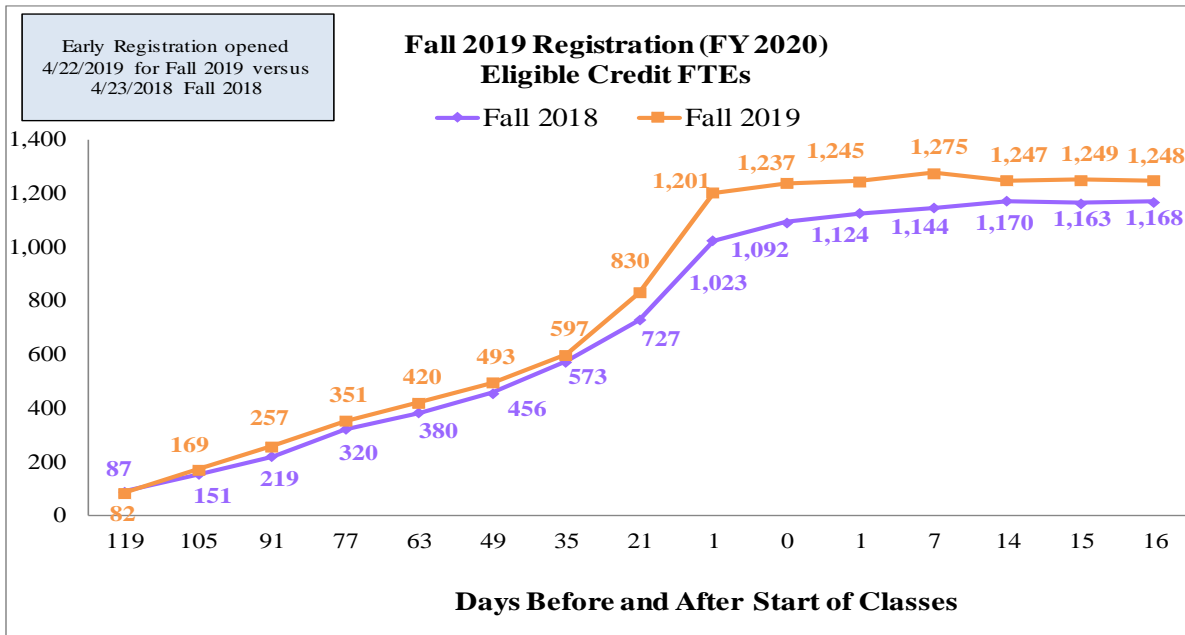
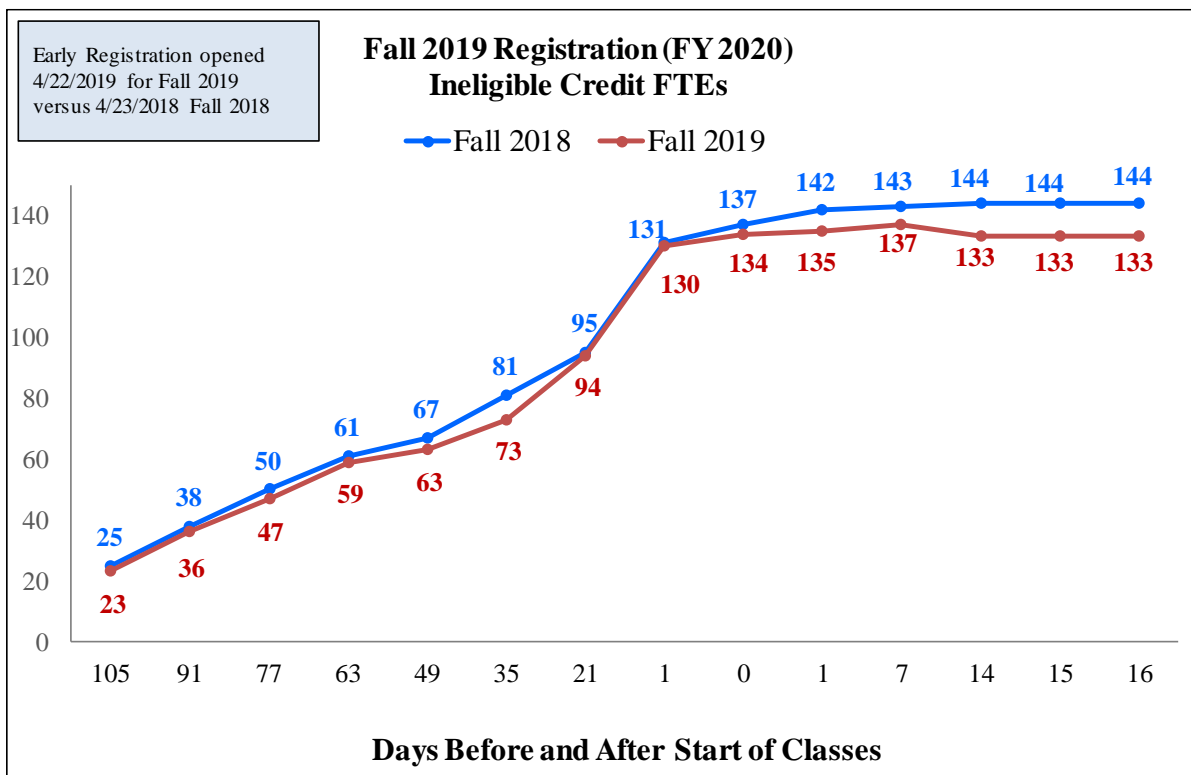


Figure 3.





Hobson's Communication Outreach for Fall 2019

May, June and July

- Registration: Began sending monthly emails to remind students who were registered in the Spring 2019 semester to register for Summer and Fall 2019 semesters.
- Student Accounting: Emails to remind students who had not paid for fall classes began.

August

- Registration: Started sending weekly registration emails weekly to remind students who were registered in the Spring 2019 semester to register for Fall 2019 semesters.
- Student Accounting: Emails to remind students who had not paid for fall classes began.

September

- Registration: Emails to encourage students to register for Fall 2019 for the 12-week and Accelerated II sessions
- Student Accounting: Emails to remind students who had not paid for fall classes began.

New Initiatives

Attendance Roster: Faculty identified students who were not attending during the first week of class.

Retention: Personal phone call were made the first week of class to 1400+ student encouraging them to attend class.

Retention: Personal phone calls were made the second week of class to 400+ students to encourage them to make payment arrangements. This effort allowed us to retain approximately 70% of the students.

Baltimore City Community College: Headcount and Full-time Equivalent (FTE) Enrollment Trends FY2010 - FY2019 (OIR revised August 12, 2019)

Eligible Credit Full-Time Equivalents (30 credits = 1 FTE)

<i>"Eligible" FTE's are generated by Maryland residents, other than BCCC employees and dependents meeting age and registration activity requirements, and are submitted to MHEC for State aid two years after the enrollment year. Enrollments are counted as long as students are enrolled as of the 20-percent date-for each course, regardless of when the course began.</i>		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	% Change FY2010-FY2019
1	Summer II	49	58	53	46	49	35	49	38	47	89	84%
2	Fall	1,935	2,003	2,059	1,515	1,481	1,407	1,226	1,099	1,029	1,185	-39%
3	Winter	62	69	49	50	47	43	40	11	3	3	-95%
4	Spring	1,907	2,024	1,782	1,467	1,381	1,323	1,073	1,022	988	1,053	-45%
5	Summer I	397	369	220	232	207	182	142	131	138	148	-63%
6	Total	4,350	4,522	4,163	3,310	3,165	2,990	2,529	2,302	2,206	2,478	-43%

Ineligible Credit FTEs (30 credits = 1 FTE)

<i>"Ineligible" FTE's are generated by non-Maryland residents, BCCC employees and dependents, and those who don't meet age or registration activity requirements. These FTE's generate tuition (rates for international students are typically three times those for Maryland residents) for the current fiscal year and the FTEs are reported to MHEC, but not submitted for State aid (two years later).</i>		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	% Change FY2010-FY2019
7	Summer II	2	3	3	3	2	2	1	4	5	4	143%
8	Fall	206	196	176	118	98	86	88	129	148	140	-32%
9	Winter	3	3	4	4	2	4	1	0	0	0	-99%
10	Spring	197	203	218	112	92	96	99	132	151	130	-34%
11	Summer I	18	19	19	14	10	10	12	8	16	10	-47%
12	Total	426	424	420	250	204	199	201	273	320	284	-33%

Total Credit FTEs (30 credits = 1 FTE)

<i>Annual Total Credit FTE's include all FTEs, whether eligible for submission for State aid or not, for an entire fiscal year running from Summer II through the following Summer I.</i>		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	% Change FY2010-FY2019
13	Summer II	50	60	56	48	51	37	50	42	52	94	86%
14	Fall	2,141	2,198	2,235	1,633	1,579	1,493	1,313	1,228	1,177	1,325	-38%
15	Winter	65	72	53	53	49	47	41	11	3	3	-96%
16	Spring	2,104	2,227	2,000	1,579	1,473	1,420	1,172	1,154	1,139	1,183	-44%
17	Summer I	416	388	239	246	217	192	154	140	155	158	-62%
18	Total Eligible & Ineligible Credit FTEs	4,777	4,946	4,583	3,560	3,369	3,189	2,730	2,575	2,526	2,762	-42%

Annual Credit and Non-Credit Eligible FTEs

		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	% Change FY2010-FY2019
19	Total Eligible FTEs	6,598	6,999	6,749	5,946	5,761	5,379	4,631	4,593	3,974	3,983	-40%
20	Eligible Credit FTEs	4,350	4,522	4,163	3,310	3,165	2,990	2,529	2,302	2,206	2,478	-43%
21	Eligible Non-credit FTEs	2,248	2,477	2,586	2,636	2,596	2,389	2,102	2,291	1,768	1,505	-33%

Source: CC-2 and CC-3 FTE Reports and files submitted to MHEC per State guidelines. (450 contact hours = 1 non-credit FTE.)

Baltimore City Community College: Headcount and Full-time Equivalent (FTE) Enrollment Trends FY2010 - FY2019 (OIR revised August 12, 2019)

Fall and Spring Headcount Trends

		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	% Change FY2010- FY2019
22	Total Fall Headcount (EIS)	6,827	7,045	6,963	5,467	5,394	5,269	4,726	4,409	4,188	4,523	-34%
23	Total Spring Headcount (EIS)	5,579	5,525	4,997	4,343	5,208	5,020	4,212	4,108	4,011	4,023	-28%

** Source: Enrollment Information System (EIS) files submitted to MHEC per MHEC's guidelines. EIS files were not required to be submitted in Spring prior to FY2014; BCCC data base is the source for Spring terms prior to FY2014.*

Annual Unduplicated Headcount Trends - Total, Credit, and Non-Credit

	Annual unduplicated headcount	FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	% Change FY2010- FY2019
24	Total	21,128	21,019	20,457	18,597	17,890	16,583	15,443	16,049	13,974	13,177	-38%
25	Credit students	10,390	10,444	9,849	8,268	7,995	7,407	6,679	6,346	6,054	6,694	-36%
26	Continuing education students	10,932	10,767	10,803	10,623	10,023	9,278	8,874	9,798	8,015	6,611	-40%



Baltimore City Community College

REALIGNMENT TASKS UPDATE

State of Maryland, September 17, 2019

Dr. Debra L. McCurdy, President

Realignment Task #6 Attachments

“Engage in a comprehensive review of all positions, faculty, and staff at BCCC.”

Ms. Michelle Williams, Executive Director for Human Resources

- No Exhibits



Baltimore City Community College

REALIGNMENT TASKS UPDATE

State of Maryland, September 17, 2019

Dr. Debra L. McCurdy, President

Realignment Task #7 Attachments

“Establish strong relationships with key stakeholders.”

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

- No Exhibits



Baltimore City Community College

REALIGNMENT TASKS UPDATE

State of Maryland, September 17, 2019

Dr. Debra L. McCurdy, President

Realignment Task #8 Attachments

“Develop and market a brand for BCCC.”

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

See attachments:

- Exhibit 8.1 BCCC Rebranding Update
- Exhibit 8.2 BCCC Seals, Logos, Mascot Update
- Exhibit 8.3 BCCC Audience Research Findings
- Exhibit 8.4 BCCC Media Headlines and Mentions

September 17, 2019

Realignment **Task # 8**

Develop and Market a Brand for **BCCC**

Re



BRAND

UPDATE



BCCC

Headlines

BCCC Headlines

THE BALTIMORE BUSINESS JOURNAL
 Baltimore City Community College taps Michigan college exec for president

THE DAILY RECORD
 Journalist Ryan to speak at BCCC commencement

WMAR BALTIMORE
 Mayor Young welcomes 2019 class of Mayor's Scholars Program



BCCC Upward Bound Math And Science Program Offers Students Experience In STEM Field



BCCC and UB apply "B-Power" partnership to bolster dual enrollment for city students



THE BALTIMORE SUN
 Free tuition recipients begin college journey with BCCC orientation course

New Mock Pharmacy in Baltimore to Provide Hands-On Pharmacy Technician and Retail Sales Training
 Baltimore City College, Goodwill Industries and CVS Health also celebrate first graduating class of students

Commentary Leadership Maryland Politics
 The Struggling Baltimore Community College That May Determine the Fate of Maryland's HBCUs



BCCC introduces cost-free textbook classes for fall 2017 semester

LEADING A TURNAROUND

Debra McCurdy aims to get BCCC back on track

13 WJZ CBS Baltimore
 'Game Changer': Second Mayor's Scholars Cohort Launches, Giving Hundreds Tuition-Free Education

THE BALTIMORE SUN
 School seeks to change its numbers, image

Baltimore City Community College has been struggling. Officials are hoping for change.

Medium
 Baltimore City Community College Nursing Program Reaffirmed Accreditation by ACEN

THE BALTIMORE SUN
 CVS Health and Goodwill offer workforce training at 'mock' pharmacy in Baltimore

THE BALTIMORE SUN
 Baltimore community college president to step down next summer

FOX 5 NEWS
 400+ Baltimore high school grads to start BCCC on 'tuition-free' scholarship

THE BALTIMORE SUN
 Baltimore lawmakers push reform plan for city community college

THE BALTIMORE SUN
 Baltimore City Community College names interim president



FAFSA Bill Introduced To Improve Student Access To Federal Aid



Debra McCurdy Named Baltimore City Community College President

BCCC Headlines


- **Leading a Turnaround: Debra McCurdy aims to get BCCC back on track;** [Baltimore Business Journal](#), August 2, 2019
- **Mayor Young welcomes 2019 class of Mayor’s Scholars Program;** [WMAR](#), July 2, 2019
- **‘Game Changer’: Second Mayor’s Scholars Cohort Launches, Giving Hundreds Tuition-Free Education;** [WJZ-CBS](#), July 1, 2019
- **400+ Baltimore high school grads to start BCCC on ‘tuition-free’ scholarship;** [WBFF FOX](#), July 1, 2019
- **Journalist Ryan to speak at BCCC commencement;** [Daily Record](#), April 3, 2019
- **Debora Johnson-Ross Named Director of Mayor’s Scholars Program**
- The Daily Record (print), April 8, 2019
- **Front page photo and cutline of Acting Mayor Bernard “Jack” Young’s attendance at the ELS;** Financial Literacy Program media event, Baltimore Sun April 24, 2019
- **English Language Learners also learn about Financial Programs,** WBAL-TV 11 News at 6, April 23, 2019
- **Free Oral Cancer Screening at BCCC;** WBAL-TV 11 News at 5, Apr 24, 2019
- **Free Oral Cancer Screening at BCCC;** Daily Record. The (Online and Print editions), April 24, 2019
- **BCCC Upward Bound Math and Science Program Offers Students Experience In STEM** Baltimore Times Online, April 26, 2019
- **Incarcerated Juvenile Plans to Attend BCCC Upon release (Feature)** WMAR-2 News Good Morning Maryland at 6AM, April 11, 2019
- **It’s time to change the narrative on Baltimore;** Washington Post – Opinions (Print), April 28, 2019
- **Michelle Obama "Becoming" Book Discussion at Baltimore City Community College;** Baltimore Sun Online, 3/29/2019
- **Black women need to seek therapy to deal with long-standing trauma, psychologist says;** Baltimore Sun/ [The Grio](#); March 19, 2019
- <https://thegrio.com/2019/03/18/black-women-need-to-seek-therapy-to-deal-with-long-standing-trauma-psychologist-says/>
- **Congressman Elijah Cummings Announces FAFSA Legislation at BCCC;** [WJZ-13 News](#), February 4, 2019
- **Congressman Elijah Cummings Announces FAFSA Legislation at BCCC;** [WBAL-TV](#), February 4, 2019
- **Proposed bill would simplify student loan aid for some;** [WMAR 2](#) Baltimore, February 4, 2019
- **These Are the Least Expensive Community Colleges in Every State;** [Reader's Digest Online](#), January 10, 2019
- **New Presidents or Provosts: Baltimore City CC, Belhaven U, Cabrini U, Florida A&M U, Forsyth Technical CC, Methodist U, Naval Postgraduate School, New River Community-Technical College, Texarkana College;** [Inside Higher Ed](#), November 20, 2018
- **BCCC Partners with Facebook to Launch Digital Marketing Certificate;** [Baltimore Business Journal](#), Morgan Eichensehr, November 12, 2018
- **Facebook trains small businesses in Baltimore;** [The Daily Record](#), Tim Curtis, November 12, 2018
- **How Facebook Community Boost is looking to help small businesses in Baltimore;** [Technical.ly](#) Baltimore, Stephen Babcock, November 12, 2018
- **A Big Boost for Baltimore Business;** [Facebook Newsroom](#), November 12, 2018
- **Debra L. McCurdy, president of Rhodes State College, in Ohio, has been named president of Baltimore City Community College, in Maryland.;** [Diverse Issues in Higher](#)

BCCC Headlines

- **Transitions: New Chief at Baltimore City Community College, Heritage U. Names Provost**
- **Debra L. McCurdy, president of Rhodes State College since 2006;** [The Chronicle of Higher Education](#), October 18, 2018
- **Newsmakers: Debra McCurdy has been named the next president of Baltimore City Community College.;** [Community College Daily](#), October 18, 2018
- **Baltimore City Community College Names New President;** [Conduit Street](#), Kevin Kinnally, October 18, 2018
- **A new president has been named at Baltimore City Community College;** [Baltimore Business Journal](#), Ryan Sharrow, October 17, 2018
- **Baltimore City Community College names new president;** [Baltimore Sun](#), Liz Bowie, October 17, 2018
- **Baltimore City Community College names new president;** Capital Gazette (Annapolis, MD), October 17, 2018
- **CVS Health and Goodwill, in cooperation with BCCC, are producing technicians;** [Baltimore Sun](#), Lorraine Mirabell, October 12, 2018 (Article included front page photo of VP Michael Thomas and graduate of the program.)
- **CVS Health and Goodwill offer workforce training at 'mock' pharmacy in Baltimore;** [Pharmacist.com](#), October 12, 2018
- **BCCC opens mock pharmacy training program;** [Maryland Daily Record](#), October 12, 2018

Publications

BCCC Fact Sheet - BCCC



BCCC

Building a Stronger BCCC

An 18-year-old determined to start an affordable college journey. A 30-something mom who needs new skills to move into a job with a real career track. An immigrant seeking English training to build a new life in America. And a Baltimore employer looking for workers equipped to meet growing demand.

Baltimore City Community College proudly serves them all - creating opportunities for residents and helping fuel the region's economic growth. We train, educate and support people of all ages from Baltimore and around the world, giving them tools they need to build better lives.

Building on its 70-year legacy, BCCC has spent the past year rethinking and strengthening operations, redefining strategic goals. That includes embracing and implementing a range of state mandates that are making us a better college.

In a key step, we have made workforce development training a top educational priority as we strive to meet the needs of Baltimore businesses. We are building and expanding partnerships with the business community and the workforce development field. And BCCC continues to offer high-quality academic preparation leading to two-year associate degrees and certificates in high-demand career areas.

We are taking steps throughout the institution to focus the administration, faculty, and staff on providing a high-quality, relevant education linked to the needs of employers and students. This is to foster a new reality at the College - one where BCCC stays competitive by reviewing established targets and crossing progress towards meeting those targets.

BCCC.EDU 410-462-8300

ATA-GLANCE

STUDENTS SERVED

- Fiscal Year 2019 -

Credit: 6,694
Non-Credit: 6,611

TOTAL: 13,177

19% of recent Baltimore City public high school graduates attend Baltimore City Community College

16% of all Baltimore City under graduates attend Baltimore City Community College

STUDENT ETHNICITY

- Spring 2019 -

- White 8.2%
- African American 80.7%
- Asian 4.5%
- Hispanic/Latino 2.0%
- Multi-Race 2.6%
- Other/Unknown 1.9%
- American Indian/Alaska Native 0.1%
- Native Hawaiian/Pacific Islander 0.0%

Ethnicity

TOTAL CREDIT STUDENTS

- Spring 2019 only -

4,023

Full-time: 34%
Part-time: 66%

69%

CREDIT STUDENTS ARE FROM BALTIMORE CITY

22%

CREDIT STUDENTS ARE MARYLAND RESIDENTS (outside Baltimore City)


9%

CREDIT STUDENTS ARE NON-MARYLAND RESIDENTS

Over 75 COUNTRIES

Represented by BCCC student body

Average STUDENT AGE **30**



69% FEMALE

31% MALE

FINANCIAL AID

- Fiscal Year 2019 -

38% of Credit Students Receive Pell Grants

47% of Credit Students Receive Scholarships and/or Need-based Aid

FACULTY & STAFF

137 PART-TIME CREDIT FACULTY*
- Fall 2018 -

104 FULL-TIME CREDIT FACULTY*
- Fall 2018 -

66 PART-TIME NON-CREDIT INSTRUCTORS*
- Fall 2018 -

767 EMPLOYEES*
- Fall 2018 -

94%

of Full-Time Faculty have a **Master's Degree** or Higher

DEGREES & CERTIFICATES

- Fiscal Year 2019 -

Career* Degrees Awarded: 226
Transfer* Degrees Awarded: 217
Certificates Awarded: 213
Total Awards: 456

*Based on program designation by the Maryland Higher Education Commission

Dental Hygiene graduates have a 100% pass rate on the National Board licensure exam for four consecutive years (FY 2014 - FY 2018).

Marked the highest number of new FY 1984 606 degrees and were awarded to 586 graduates.

STUDENT-TO-FACULTY RATIO

19:1

NON-CREDIT STUDENT ENROLLMENT

- Fiscal Year 2019 -

3,129 students in English for Speakers of Other Languages (ESOL) courses

2,513 students in continuing education basic skills and literacy courses

2,020 students in continuing education workforce development courses, including courses that lead to licensure or certification

TUITION & FEES PER SEMESTER

After 12 hours of payment of tuition and fees, in-state and out-of-state students will be allowed up to 6 hours with no additional cost in tuition and fees.

Tuition:
Maryland Residents: \$110 per credit hour
Out-of-State and Foreign Non-Immigrant Residents: \$230 per credit hour

FINANCIAL INFORMATION - Fiscal Year 2019 -

Sources of Funding:

Other: 10%
Auxiliary: 6%
Tuition & Fees: 20%
Baltimore City: 1%
State of Maryland: 63%

CAREER PATHWAYS

Career Pathways create clear alignments between BCCC's 37 degree and 18 certificate programs in seven areas:

- Business, Management, Finance, and Professional Services
- Health and Biosciences
- Human Services and Law Enforcement
- Transportation Distribution Logistics
- Information Technology and Cyber Security
- Manufacturing, Construction and Engineering Technologies
- Visual and Performing Arts/General Studies

College is regionally accredited by the Middle States Commission on Higher Education, 3624 Market Street, P.O. Box 284-5000, The Middle States Commission on Higher Education is an institutional accrediting agency.

BCCC Fact Sheet – Foundation

ATA-GLANCE



BCCCF

Building a Stronger
BCCC

BCCC Foundation scholarships that cover tuition, books, and other costs are vitally important to students, but the College is unable to meet all students' needs. As importantly, program equipment in the College's STEM learning facilities needs to be upgraded to ensure that student's art trained on state-of-the-art technologies.

The Foundation has developed two initiatives for scholarships and program support.

The Scholarship Initiative aims to increase our scholarship fundraising to increase the amount of the scholarships and to reach more students.

Our STEM Infrastructure Initiative is an investment in scholars and an integral part of strengthening the Nursing and Allied Human Services, Science, Technology, Engineering, and Mathematics STEM programs at the College.

5 YEAR ACTIVITY STATEMENT
7/1/2012 - 6/30/2018

EXPENSE | \$2,016,656
REVENUE | \$2,293,454



TOTAL
\$1,395,829



ASSETS UNDER MANAGEMENT
-As of 6/30/19-

Endowed Funds: 20	\$621,431
Non-Endowed Funds: 33	\$589,504
Endowed Scholarships	\$184,814



FY19 DONORS
-As of 6/30/19-

FY2019 Donors	100
Active Donors on Record for the last 5 years	840



TOTAL
940

The BCCC Development Team housed under the Advancement and Strategic Partnership (ASP) Division works closely with the Foundation to garner financial support from alumni, friends, corporations, foundations and government agencies.

We are currently focused on increasing the scholarship fund balance for non-endowed scholarship monies available for distribution from approximately \$100,000 to \$250,000 so we can help a greater number of students receive the financial resources they need to further their education by 6/30/2021.

Foundation's B-STEM Infrastructure Initiative to upgrade the College's Building and Allied Human Services, Science, Technology, Engineering and Mathematics programs to ensure students are working with current equipment and which will allow them to be competitive in the field.

7754
on.org

SCHOLARSHIPS

-As of 6/30/19-

122 AWARDED
FY 2019

\$51,108 AMOUNT





TOTAL
\$3,808,395

ACTIVE GRANT AWARDS
-As of 6/20/19-

Federal	\$2,361,249
Corporate & Foundation	\$651,642
Municipal	\$246,099
State	\$549,405

5-YEAR FUNDRAISING HISTORY



BCCC Panther Info Card – Facts

BACK

BCCC

Baltimore City Community College is a state-sponsored, comprehensive degree-granting institution offering 39 degrees and 18 certificate programs as well as industry certifications in high-demand fields. BCCC has affordable tuition, flexible class schedules, and several learning sites to meet students' needs. At BCCC students receive the quality education, specialized training, and skills needed to stay competitive in the ever-changing market- place. BCCC is a welcoming environment for anyone who wants to enrich their lives through education and the pursuit of new skills.

MISSION

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

VISION

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

STUDENT CLUBS & ORGANIZATIONS

BCCC students can get involved in over 20 student clubs and organizations, including the Student Government Association.



The Mayor's Scholars Program (MSP) is an innovative collaboration between Baltimore City Community College, Baltimore Mayor Catherine E. Pugh's Mayor's Office and Baltimore City Public Schools.

Through this scholarship program graduates from Baltimore City public high schools who are also residents of Baltimore City can attend BCCC tuition free* to earn their Associate's Degree or complete a Workforce Development Program.

*The MSP scholarship is a 100 dollar scholarship and all applicants must first complete a FAFSA to determine eligibility.



BCCC Career Pathways create multiple education and training pathways within the 28 degrees, 18 certificates and 30+ workforce programs leading to transfer or careers in the following industries:

- Business
- Information Technology and Cyber Security
- Human Services and Law Enforcement
- Health and Biosciences
- Manufacturing, Construction and Engineering Technologies
- Transportation Logistics
- Hospitality and Tourism
- General Studies, Visual and Performing Arts

FINANCIAL AID

- Fiscal Year 2017 -

41% of Credit Students Receive Pell Grants

51% of Credit Students Receive Scholarships and/or Need-based Aid



68% CREDIT STUDENTS ARE FROM BALTIMORE CITY

23% CREDIT STUDENTS ARE MARYLAND RESIDENTS (outside Baltimore City)



FEMALE 67%

MALE 33%

More than 90 COUNTRIES Represented by the BCCC student body



BALTIMORE CITY COMMUNITY COLLEGE

FRONT



BCCC.EDU | 410-462-8300

BCCC Mayor's Scholars Program | Summer Bridge Report



SUMMER BRIDGE PROGRAM AT A GLANCE

STUDENT YIELD

1050

CITY SCHOOLS STUDENTS APPLIED TO MSP

541

CONFIRMED THEY WERE ATTENDING THE SUMMER BRIDGE PROGRAM

387

WERE ENROLLED IN THE SUMMER BRIDGE PROGRAM AFTER THE FIRST WEEK

366

STUDENTS COMPLETED THE SUMMER BRIDGE PROGRAM

12

WENT TO FULL-TIME COLLEGE THE FOLLOWING FALL SEMESTER (7/28/2018)



NEARLY 95 PERCENT OF ENROLLED STUDENTS COMPLETED THE SUMMER BRIDGE PROGRAM.



MORE THAN 85 PERCENT OF THOSE WHO COMPLETED THE SUMMER BRIDGE PROGRAM ENROLLED FULL TIME FOR THE FALL 2018 SEMESTER.

INVESTMENT IN SUMMER BRIDGE

Abell Foundation
Baltimore City Community College
Baltimore City Public Schools
Bridge2U
Mayor's Office
Mayor's Office of Employment Development

Invested more than \$14 million in the Summer Bridge Program.

OF 2018 BCPSS GRADUATES WHO APPLIED TO BCCC



OF 2018 BCPSS GRADUATES WHO ENROLLED IN FALL 2018



[* INCLUDES THE 2018 MSP STUDENTS]

MSP DEMOGRAPHIC BREAKDOWN

RACE/ETHNICITY



77% AFRICAN AMERICAN
13% HISPANIC
5% MULTI-RACIAL
2% WHITE
1% ASIAN
1% UNKNOWN
1% AMERICAN INDIAN

GENDER



63% FEMALE
37% MALE

FAFSA COMPLETION

70% of MSP students either completed Free Application for Federal Student Aid (FAFSA) or were not eligible. (For Fall Semester, as of Sept. 28, 2018).

FACULTY SATISFACTION

93% would consider teaching in the Summer Bridge Program again in 2019. (Results for MSP faculty survey)

YOUTHWORKS

304 students were paid to attend the Summer Bridge Program through YouthWorks and the Mayor's Office of Employment Development.

STUDENT BUY-IN

89% would recommend BCCC to a friend. (Results from PRE 100 Survey)

"I'M ONE STEP AHEAD OF EVERYONE ELSE WHO DIDN'T GO THROUGH THE [SUMMER BRIDGE] PROGRAM."

SUMMER BRIDGE FOCUS GROUP PARTICIPANT.

BCCC MSP – Request for Support

2018 A NEW OPPORTUNITY FOR BALTIMORE'S YOUNG PEOPLE

A BOLD VISION

Mayor Catherine E. Pugh announced her plan for the Mayor's Scholars Program (MSP) in August 2017. It was a bold vision to provide financial access for new high school graduates who live in Baltimore City to attend Baltimore City Community College (BCCC) tuition-free via a tuition scholarship. The partner who led the effort, BCCC, Baltimore City Public Schools and the Mayor's Office, makes post-secondary opportunities affordable and helps students move toward a rewarding career and financial security.

The MSP starts with the Summer Bridge Program to help ease the transition from high school to college, classes or career training. Through partnerships with the local Foundation, Bridge4All and Tuition to BCCC developed the Summer Bridge Program and welcomed the first class of scholars.

In the first year of the MSP, 369 students completed the Summer Bridge Program. Nearly 95 percent of those students went on to register full-time at BCCC for the Fall 2018 semester – without the burden of having to pay tuition.

Overall, BCCC saw a 76 percent increase in applications from City Schools students and 46 percent increase in enrollment of City Schools graduates in the fall of 2018, compared to the previous fall, thanks in large measure to the MSP.

The MSP is helping BCCC enroll many more young people, giving them an affordable option for postsecondary education and the opportunity to learn, grow and prepare for workforce education or jobs in the Baltimore economy. Their success makes Baltimore a stronger city.

THE PROGRAM

The MSP is a tuition-free promise scholarship that funds the difference between a student's state and federal financial aid awards and the cost of tuition and mandatory fees at BCCC. The scholarship is available to students who are working toward an associate degree, a certificate or taking part in a co-career job-training program.

The MSP is open to any Baltimore City high school student who enrolls immediately after graduation.

There is no GPA requirement, income limit, or work requirement.

ABOUT 2018 MSP STUDENTS

7%	African American
12%	Hispanic
6%	Male
2%	White
1%	Native American
1%	Unknown
1%	Asian

MSP has served students:

- April 17 to 22
- From 26 high schools
- From 26 to 60 classes



A REVITALIZED BCCC

BCCC has entered the region for 70 years—educating students, preparing them for work and meeting the needs of the city's employers. We are proud of that record and excited about the challenges it creates new opportunities for students of all ages.

In 2017, the Maryland General Assembly gave BCCC an ambitious mandate to redesign its strategies and operations to better serve students, employers and the community. The legislature's \$200-million investment has been directed as a hard look at operations, goals and strategies, and we have made significant changes that fulfill the legislature's goals.

BCCC entered a new chapter of its team to review and implement the General Assembly's realignment tasks. As of early 2018, BCCC has completed 18 tasks and is on track to fulfill the others in 2018.

NEW LEADERSHIP FOR BCCC AND THE MAYOR'S SCHOLARS PROGRAM

In the second quarter of 2018, BCCC will welcome to the administration with more than two decades of experience leading community colleges in several states, Dr. Patricia Bragg, vice president and chief academic officer. Dr. Bragg will lead the MSP and bring vision and energy to BCCC's realignment efforts, and will continue to work on opportunities for students.

Dr. Debra A. Gordon-Ross, the new director of MSP, is a seasoned professional with a vision for the program and a passion for the MSP leadership position as a Baltimore student and was most recently the senior vice president of students' services for Bridge4All.

SUPPORTING THE MAYOR'S SCHOLARS AT BALTIMORE CITY COMMUNITY COLLEGE

A NEW OPPORTUNITY FOR BALTIMORE'S YOUNG PEOPLE

Supporting the Mayor's Scholars at Baltimore City Community College




FOR MORE INFORMATION

Please contact Heather H. Smith, Vice President for Advancement and Strategic Partnerships, at hsmith@bcc.edu for more information about the Mayor's Scholars Program or to discuss ways to support the initial rollout.

BALTIMORE CITY COMMUNITY COLLEGE
 MAYOR'S SCHOLARS PROGRAM
 2000 Sun by Bayview Drive
 Baltimore, MD 21208
 410-953-6000 | www.bccc.edu



BCCCF Alumni | Foundation – Fundraisers, Networking to Engage Alumni

BCCC ALUMNI | FOUNDATION*

CRAB FEAST

FUNDRAISER

TICKETS
\$60

On Sale until July 8

BCCC Cashier:
 2901 Liberty Heights Ave
 701 E. Lombard St
 BCCC website:
 bccc.edu/payment

Eventbrite:
 BCCAlumni

Dr. Hinnert:
 410.462.8398

K. Franer:
 410.462.7794



ALL YOU CAN EAT
 CRAB, PIT BEEF,
 HOT BUFFET, OPEN BAR
 & ENTERTAINMENT

Saturday July 13 | 3-7 p.m.
COLUMBUS GARDENS
 4501 KLOSTERMAN AVE, NOTTINGHAM, MD 21286

*The Baltimore City Community College Foundation, Inc. is a 501(c) 3 nonprofit organization.
 Your contribution is tax-deductible to the extent allowed by law. All proceeds will go toward the Alumni Association's Scholarship Fund.

ACCOMMODATION STATEMENT: Baltimore City Community College makes every effort to accommodate individual with disabilities. Participants who need special accommodations should contact the campus Disability Support Services Center (410-462-8580) or DSSC@bcc.edu within 14 working days prior to attending a scheduled event. Accessibility requests may be made by emailing DSSC@bcc.edu at least four weeks prior to attending a scheduled event. ADR, interpreter requests may be made by emailing DSSC@bcc.edu at least four weeks prior to attending a scheduled event.



Alumni JOIN US

of Baltimore Junior College (BJC),
 Community College of Baltimore (CCB)
 and BCCC are invited for an evening of

Networking & Engagement

Radisson Hotel at Cross Keys | 5100 Falls Road Baltimore, MD 21210

AUGUST 9, 2019 5:30-7:30pm
 Light Refreshments
 & Crafted Drinks

BCCC
 BALTIMORE CITY
 COMMUNITY COLLEGE

BCCC: A Case For Support

INSIDE



OUTSIDE

Student Completion Postcard



Various Fliers – Step Show, Panther Pride and Welcome Week

BEATS NOT BULLETS

Save the Date

BCCC
Step Team Panther's Inc. presents

BEATS NOT BULLETS
A Step Show Exhibition

FRIDAY, MAY 03, 2019 | 6-8 P.M.

FINE ARTS THEATER
BALTIMORE CITY COMMUNITY COLLEGE
2901 LIBERTY HEIGHTS AVENUE
BALTIMORE, MD 21215

For More Information CONTACT:
CASSANDRA WILKS
410-462-7656 | CWILKS@BCCC.EDU

BALTIMORE CITY COMMUNITY COLLEGE

MAY 6-10, 2019

PANTHER PRIDE WEEK

BCCC

GREET • GIVEAWAYS • YOGA • PICTURES • SNACKS
 VOTER REGISTRATION • SCAVENGER HUNT • LUNCH
 APPRECIATION • BASKETBALL GAME • BUTTERFLY
 MOSAIC PROJECT • CANDY BAR

Pride
for more info

ACCOMMODATION STATEMENT: Baltimore City Community College makes every effort to accommodate individual with disabilities. Participants who need special accommodations should contact the campus Disability Support Services Center (410-462-8286) or BCCC@bccc.edu seven (7) working days prior to attending a scheduled event. ADA interpreter requests may be made by emailing BCCC@bccc.edu at least four weeks prior to attending a scheduled event.

BALTIMORE CITY COMMUNITY COLLEGE

2019 - 2020
WDCED

WELCOME WEEK

BCCC
BALTIMORE CITY COMMUNITY COLLEGE

FALL 2019

Monday, August 26
MEET AND GREET BCCC STAFF
PARKING HOUR
FILE FOOD PANTRY
EATING SNACKS

8 - 4:30 pm
9 - 10 am
3 - 3 pm
4 - 6 pm

Tuesday, August 27
MEET BCCC STAFF
PARKING HOUR
FILE FOOD PANTRY
EATING SNACKS

8 - 4:30 pm
9 - 10 am
11 am - 1 pm
4 - 6 pm

Wednesday, August 28
MEET BCCC STAFF
PARKING HOUR
FILE FOOD PANTRY
EATING SNACKS

8 - 4:30 pm
9 - 10 am
11:30 am - 1:30 pm
4 - 6 pm

Thursday, August 29
MEET BCCC STAFF
PARKING HOUR
FILE FOOD PANTRY
EATING SNACKS

8 - 4:30 pm
9 - 10 am
Noon - 1 pm
4 - 5:30 pm

WELCOME TO BCCC
WELCOME TO BCCC
WELCOME TO BCCC

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BALTIMORE CITY COMMUNITY COLLEGE

BCCC Invitations

BCCC
Day in Annapolis
Thursday, February 28, 2019

We Need You
Represent BCCC and be a part of Our Day in Annapolis

7:45 a.m. Leave BCCC for Annapolis
9:15 a.m. Arrive in Annapolis
9:45 a.m. Session Viewing
11:00 a.m. Lunch with the Mayor
1:15 p.m. Leave Annapolis for BCCC

Students and staff will sit in the House Chamber and be asked to stand when the Mayor speaks.

Room 150, House Office Building
Annapolis, MD

Contact Valerie Grays at 410-462-8391
VGrays@bccc.edu

BALTIMORE CITY COMMUNITY COLLEGE

2019 PRESIDENT'S forum
& OPENING ACTIVITIES
August 14-17, 2019

Wednesday, August 14, 2019
President's Forum
10 a.m. - 2:30 p.m.
*All offices will be closed during these hours
Full Time Faculty & Staff | P.E. Center

- President McCurdy's College Address
- Lunch
- Maryland Higher Education Commission Data Presentation

Thursday, August 15, 2019
Faculty and Staff Planning Sessions
8 a.m. - 5 p.m.
Full Time Faculty & Staff | TBD

- Departmental & Divisional Meetings (as scheduled)
- Achieving the Dream Meetings (with select staff)

Friday, August 16, 2019
Faculty Academy
8:30 a.m. - 4:30 p.m.
Full Time Faculty | Mini Conference Center & Fine Arts Theatre

- Achieving the Dream Guest Presentations
- Activities in Promoting Student Success Presentation
- Lunch
- Achieving the Dream Workshops

Saturday, August 17, 2019
Adjunct Faculty Academy
8:30 a.m. - 1 p.m.
Part Time Faculty | Mini Conference Center & Fine Arts Theatre

BCCC

Strategic Framework – Brochure

CORE VALUES

Our core values represent the most important underlying principles and beliefs that are the basis for the vision, strategies, plans, policies, and actions of Baltimore City Community College.

Integrity. Unwavering adherence to a strict moral and ethical standard.

Respect. Showing genuine concern and regard for the dignity of others while practicing civility, accepting, appreciating, and supporting individual differences.

Diversity. Recognizing, accepting, appreciating and supporting individual differences.

Teaching. Imparting knowledge, skills and values essential to the success of the individual and growth of the community.

Learning. Gaining knowledge, skills and understanding that are useful to the individual and college community by promoting intellectual curiosity.

Excellence. Providing excellent teaching, student services, customer services and community engagement.

Leadership. Empowering, inspiring and nurturing individuals to be leaders in their own sphere.

Professionalism. Adhering to the highest standard of customer service.

BCCC

STRATEGIC FRAMEWORK
FY2018-FY2022

bccc.edu ■ 410-462-8300



BCCC Stakeholders, a year of research and analysis by staff, the BCCC Board of Trustees has approved the 2018-2022 Strategic Goals and Objectives that will serve as a framework for writing the Strategic Plan. The process was conducted in a manner consistent with BCCC's culture and was inclusive, transparent, and open with input from a wide range of stakeholders from the College community.

BCCC is currently engaged in robust departmental efforts to ensure the Goals and Objectives are fully integrated into a document that will serve to guide the College's mission over the next four years.

This document is to guide the College's on-going process by directing the effort to provide excellent, accessible, and relevant education in the ever-changing and global world of higher education.

To enhance its responsiveness to our community, we must work to be where people need quality education and valuable career opportunities. The challenges we face must reflect the challenges faced by our community and the goals they strive to reach.

As we make our community stronger, we are embarking on an important revitalization effort that will make sure that BCCC continues to accept, adapt, and improve as the City's premier educational institution.

James H. Johnson, Jr.
Dr. James H. Johnson, Jr.
Interim President
Baltimore City Community College

MISSION BCCC
Provide quality, affordable, and accessible education meeting the professional and personal goals of a diverse population, changing lives, and building communities.

VISION BCCC
Provide quality career pathways and educational opportunities for a diverse population of learners to exceed the challenges of an ever-changing competitive workforce and environment.

GOAL 1
STUDENT SUCCESS

Provide equitable access to learning environments that support diverse populations 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, 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 highly-qualified, diverse faculty and staff.

3.4 Develop and implement plans to ensure faculty and staff knowledge retention and fluid transition during times of employee turnover.

3.5 Improve the College's financial sustainability.

Various Collateral – Financial Aid, Cyber Security, ATB, BCCCC Priorities



1. MEET WITH YOUR ADVISOR

Meet regularly with your advisor to ensure you take the right classes for your degree or certificate program. Federal financial aid cannot pay for classes that don't satisfy graduation or degree requirements, so only enroll in classes that are required for your academic program.

2. ATTEND CLASSES

Federal financial aid only pays for classes you attend. If you never attend your class, your professor will report your name to the Financial Aid office and your Federal financial aid will be canceled for that class. When the Financial Aid office is notified by your professor that you stopped attending class, the College, by law, will reduce your Federal financial aid. If this happens, you may owe the college money.

3. DON'T FAIL YOUR CLASSES

You need to pass all of your classes to keep your Federal financial aid and you must keep your GPA above a 2.0. The U.S. Department of Education requires students to maintain satisfactory progress towards earning your degree. This means if you receive too many grades of F or withdrawals, you may become ineligible for Federal financial aid. Take advantage of on line tutoring and campus tutoring resources when needed.

4. TAKE ONLY THE COURSES YOU NEED

If you take too many credits while pursuing your degree or certificate program your Federal financial aid will be suspended. An associate's degree is generally 60 credits; therefore, taking more than the required of credits may put your Federal financial aid in jeopardy. Changing your major may result in losing your Federal financial aid eligibility.

5. DON'T PROCRASTINATE, GRADUATE

Your Pell Grant is only good for 6 years while attending college full time. Don't take 6 years to complete your Associates Degree, if you do, you won't have Federal financial aid to earn your Bachelor's degree. Talk to a financial aid counselor to see where you are in your 6 year limit.



**BALTIMORE CITY
COMMUNITY COLLEGE**



FINANCIAL AID OFFICE
024MNB, LIBERTY CAMPUS • 410-462-8500

For more information about the Satisfactory Academic Progress policy, visit the college website at www.bcccc.edu. Always, talk to your academic advisor.

BALTIMORE CITY COMMUNITY COLLEGE
WORKFORCE DEVELOPMENT
& CONTINUING EDUCATION

Interested in Cyber Security?

- > FREE Cyber Security Training
- > Guaranteed Job Placement

CYBER SECURITY INFORMATION SESSION

Saturday May 26, 2018
9 – 11 a.m.

BCCCC HARBOR CAMPUS
710 East Lombard Street, Baltimore, MD 21202
Room #30

Come join us for an INFORMATION SESSION to learn about this new program and start your new career in the cyber security industry! Courses will include the following topics:

- IT Basics (Comp TIA A+ Certification)
- Working in IT/System Administration
- Hands on Threat Simulation and Training
- Cyber Security Experts

Register online at:
<https://bccccwcdcyber2.eventbrite.com>

For more information contact:
obaez@bcccc.edu



- CRITERIA**
- U.S. Citizen
 - High School Diploma

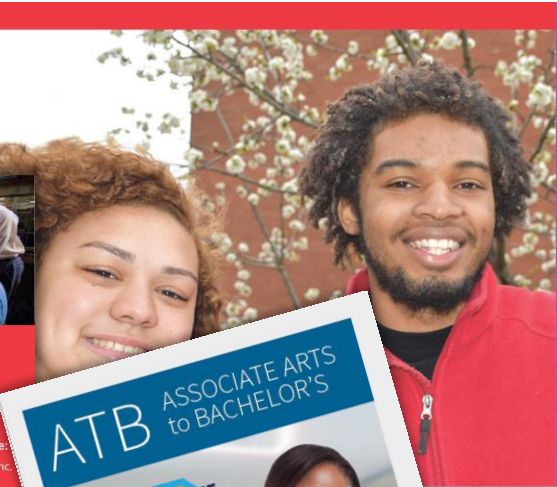
JOB PLACEMENT*

- Business Partners Include:**
- Atlantic Data Forensics, Inc.
 - ASD Inc.
 - The Baltimore Cyber Range
 - Blue Eye Technology, Inc.
 - CyberPoint
 - Cyberbit Commercial Solutions, Inc.
 - Electronic Technology Associates, LLC
 - Nexagen Networks, Inc.
 - Stark Industries, LLC
 - TeraSense, Inc.

*Job placement is contingent on successful program completion



**BALTIMORE CITY
COMMUNITY COLLEGE**



ATB ASSOCIATE ARTS to BACHELOR'S

Unleash Your SUPER POWER! at BCCCC

BALTIMORE CITY COMMUNITY COLLEGE

APPLY TODAY
410-462-8383
BCCCC.EDU

**BCCCC
Priorities
and
Student
Investments**



**BALTIMORE CITY
COMMUNITY COLLEGE**

Dual Enrollment @ BCCC – Brochure & Poster



DUAL ENROLLMENT @ BCCC

FOR MARYLAND HIGH SCHOOL STUDENTS WHO WANT TO BE COLLEGE & CAREER READY

Accounting
Biology
Chemistry
Computer Information Systems
English Composition
Introduction to Business
Literature
Pre-Calculus
Psychology
Speech
Statistics
World History
and more!



Apply Today!



1

Apply Online

www.bccc.edu/admissions
Dec 1- Spring
May 1- Summer
July 1- Fall



2

Take the
Accuplacer
Placement
Test

www.bccc.edu/accuplacer
Take the test
at BCCC's
test center.



3

Complete the
Scholarship
Packet

www.bccc.edu/scholarship
Be sure to include
the Approval
Form and
Agreement Form.



4

Meet With
an Admissions
Advisor

www.bccc.edu/admissions
Schedule a time
and bring your Accuplacer
test scores and
Scholarship packet.



5

Start
Classes

Attend BCCC's
MANDATORY
orientation. Obtain your
books, supplies,
and student ID.



To Apply
www.bccc.edu/dualenrollment
dualenrollment@bccc.edu
410-462-8300

Online Application
www.bccc.edu/admissions
410-462-8300

Test Center
www.bccc.edu/testcenter
410-462-7666



Benefits of Dual Enrollment

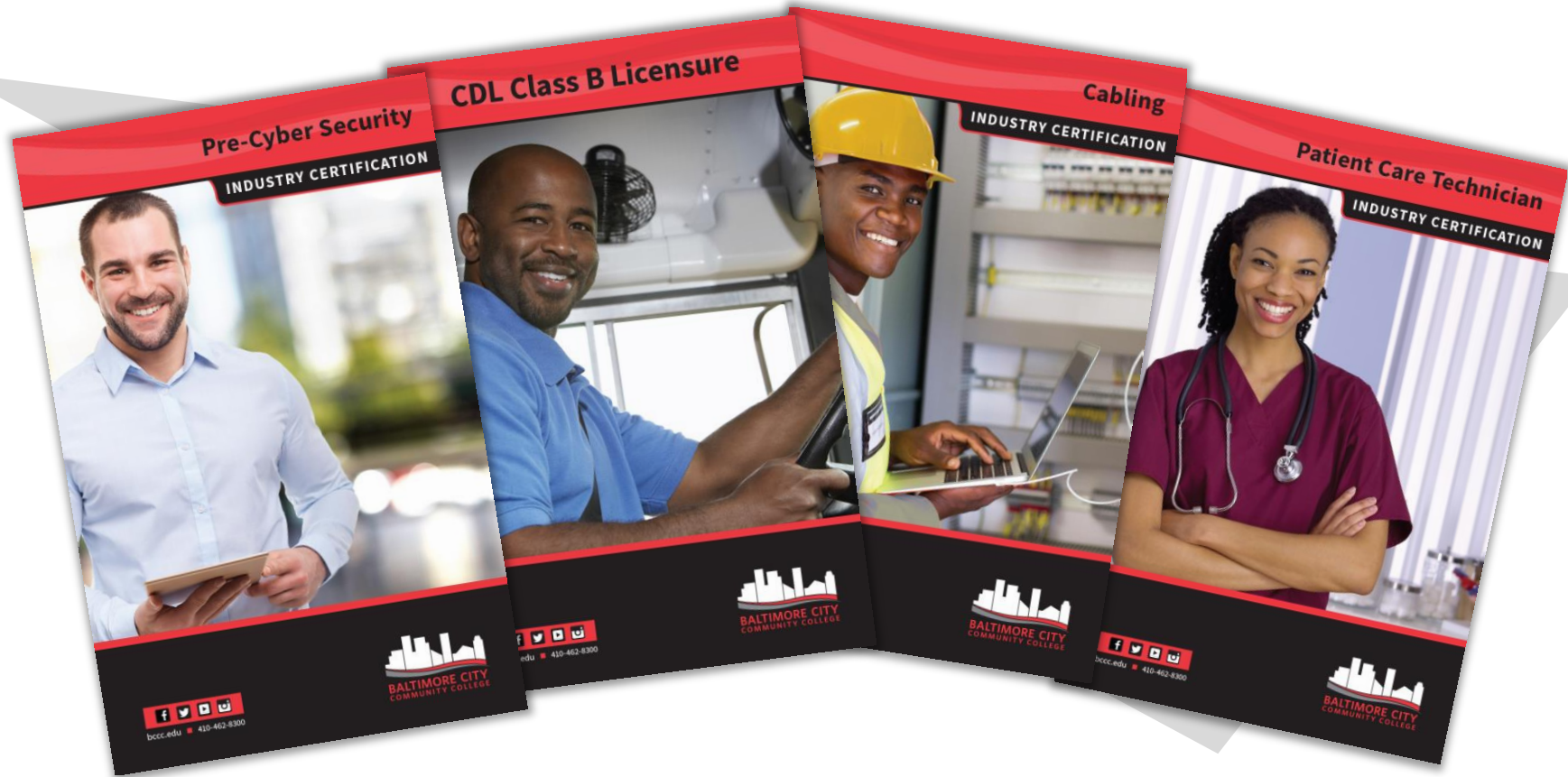
There are MANY benefits to participating in Dual Enrollment at BCCC.

- You will save money while earning college credits before high school graduation.
- You can explore your interests and possibly discover a college major.
- You get the "college experience" and have access to all services on the campus.

Academic Credit Programs – Program Cards



Workforce Development - Program Cards

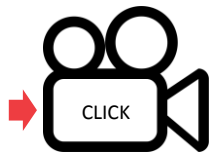


Career Pathways – Brochure

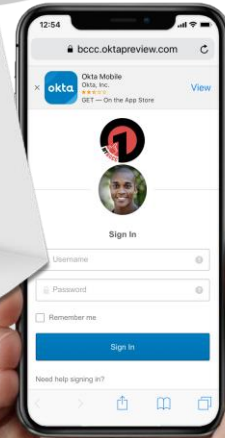


myBCCC— Introducing **myBCCC** – A single sign on process to access:

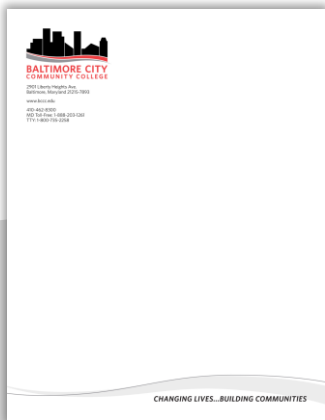
- CANVAS
- Cash Net
- Financial Aid
- Gmail
- Panther Portal



INSTRUCTIONAL VIDEO

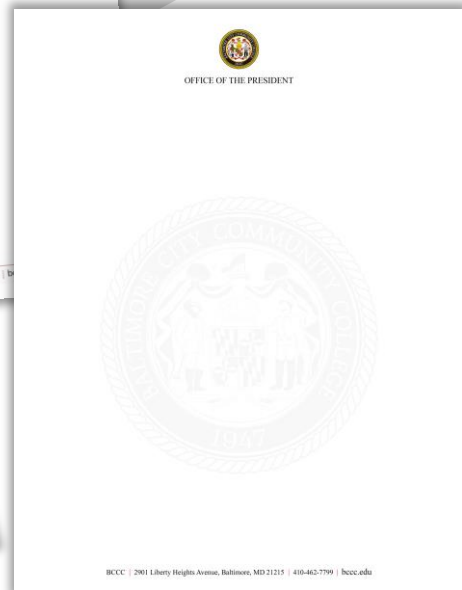


BCCC Stationery – Letterhead for College and President’s Office

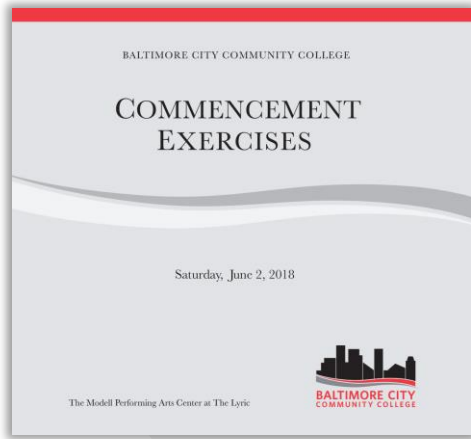


BEFORE

AFTER



Commencement Program



BEFORE

AFTER



Signage | Banners

Exterior Signs



BEFORE



AFTER

South Pavilion Awning



BEFORE

AFTER



West Pavilion Awning



BEFORE



AFTER

Directional Signage – New Wayfinding Signs



BEFORE

AFTER



Liberty Campus – BCCC Branded Banners on Liberty Heights Avenue

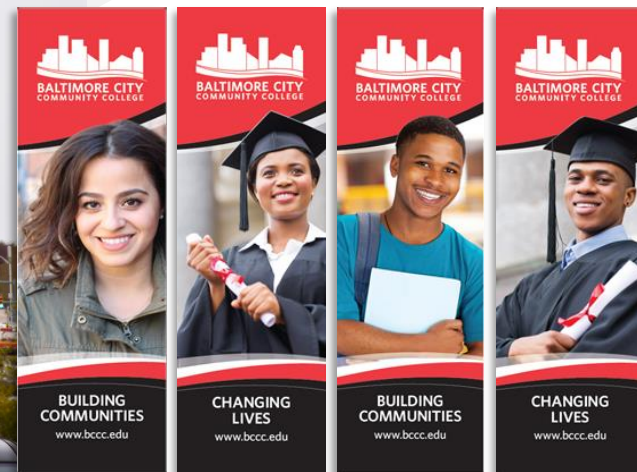


BEFORE
(No Banners)

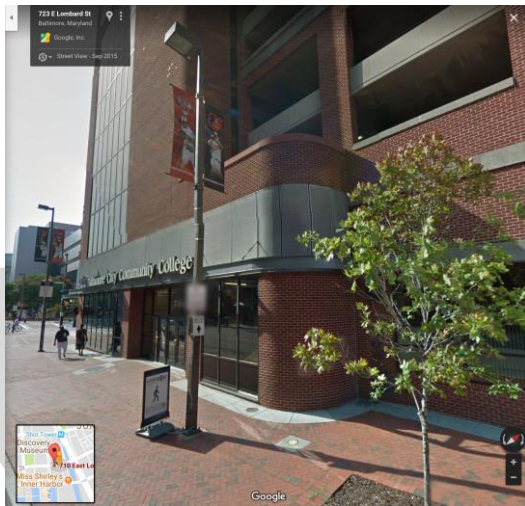
AFTER
(BCCC Banners on Liberty Poles)



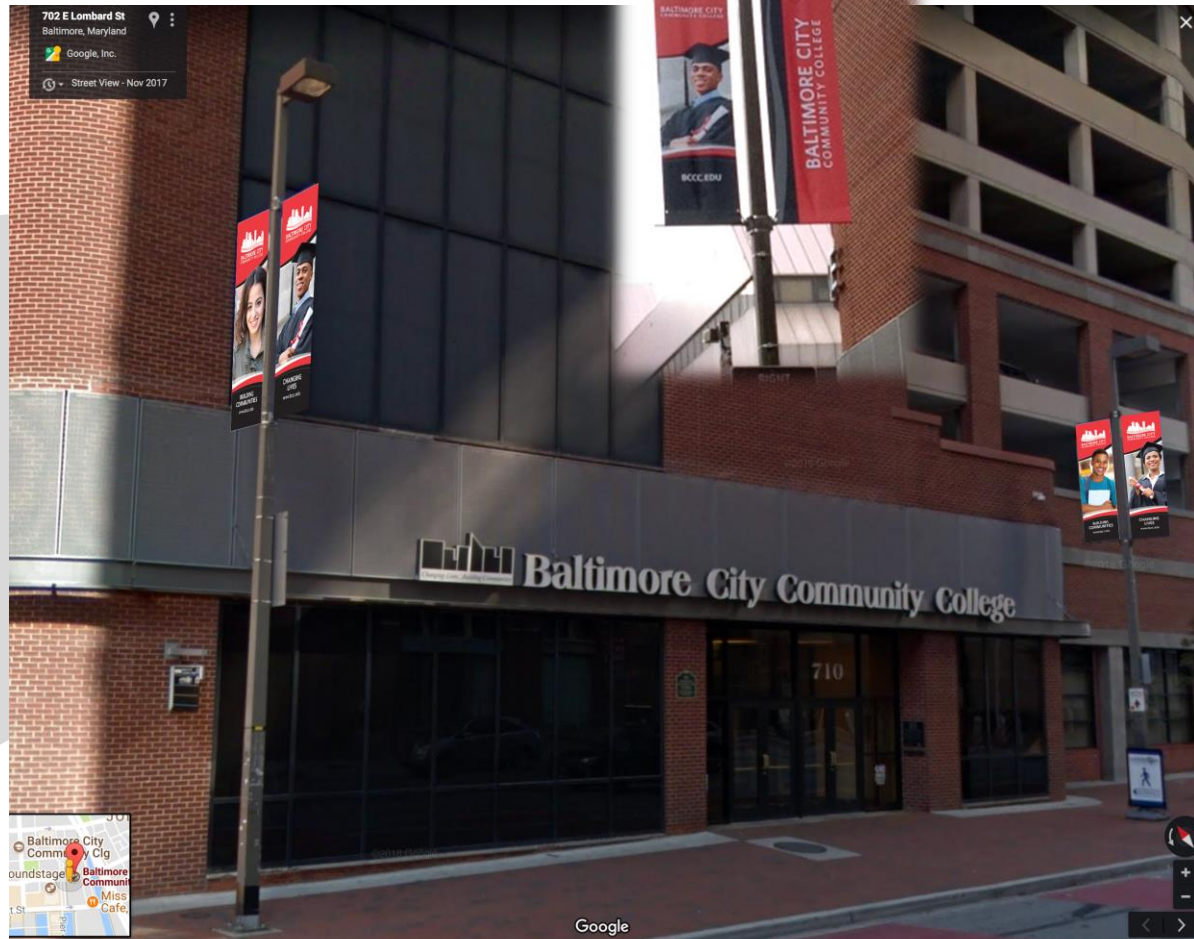
BCCC Branded Banners



Street Pole Banners



BEFORE



AFTER

Welcome Banners



BCCC – Stage Design for Presidential Forum



BCCC – Commencement Banners



BCCC – Retractable Banners – Student Success, Disability Center, Admissions, MSP, Workforce



BCCC
BALTIMORE CITY
COMMUNITY COLLEGE

**ASK ME ABOUT
STUDENT SUCCESS**

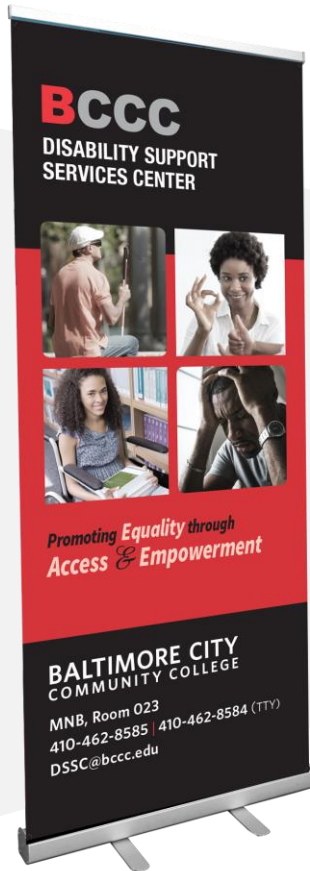
STRENGTHENING student's understanding of and commitment to their academic pathway.

CONNECTING students to services & resources that will help eliminate barriers to their success.

INCREASING student's sense of the value of their BCCC education and student experience as a means to achieve their goals.

- Academic Advising
- Career Pathway Info
- Success Coaching
- First Year Experience Programs
- Change of Major
- AND MORE!
- Access to Campus Resources

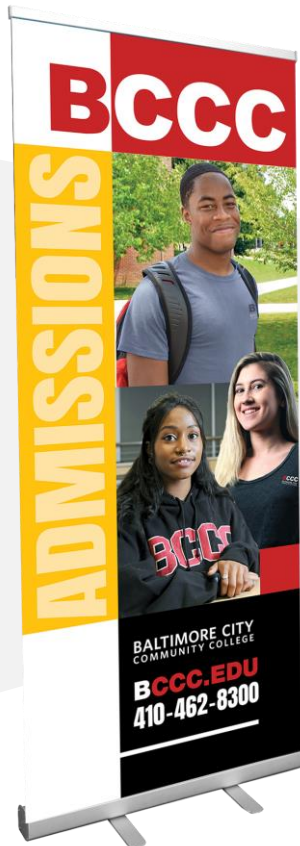
**Student Success Center
Main Building
RM 020 | 410-462-8555
studentsuccesscenter@bcc.edu**



BCCC
DISABILITY SUPPORT
SERVICES CENTER

*Promoting Equality through
Access & Empowerment*

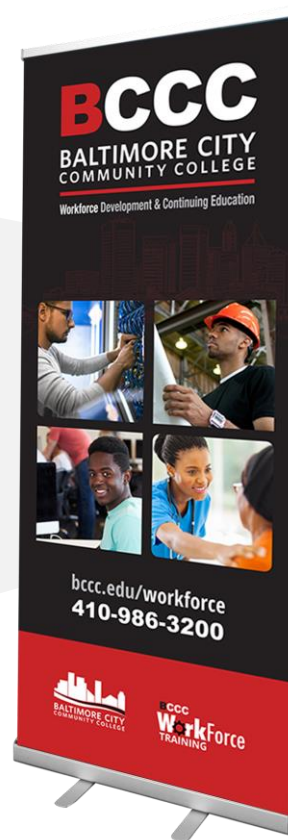
**BALTIMORE CITY
COMMUNITY COLLEGE**
MNB, Room 023
410-462-8585 | 410-462-8584 (TTY)
DSSC@bcc.edu



BCCC

ADMISSIONS

**BALTIMORE CITY
COMMUNITY COLLEGE**
BCCC.EDU
410-462-8300



BCCC
BALTIMORE CITY
COMMUNITY COLLEGE
Workforce Development & Continuing Education

bccc.edu/workforce
410-986-3200

**BALTIMORE CITY
COMMUNITY COLLEGE**
**WorkForce
TRAINING**



**BALTIMORE CITY
COMMUNITY COLLEGE**

BCCC.EDU | 410-462-8300

**MAYOR'S
SCHOLARS PROGRAM**

International Flags – Main Quad



BEFORE



AFTER

BCCC – New Administration Wing



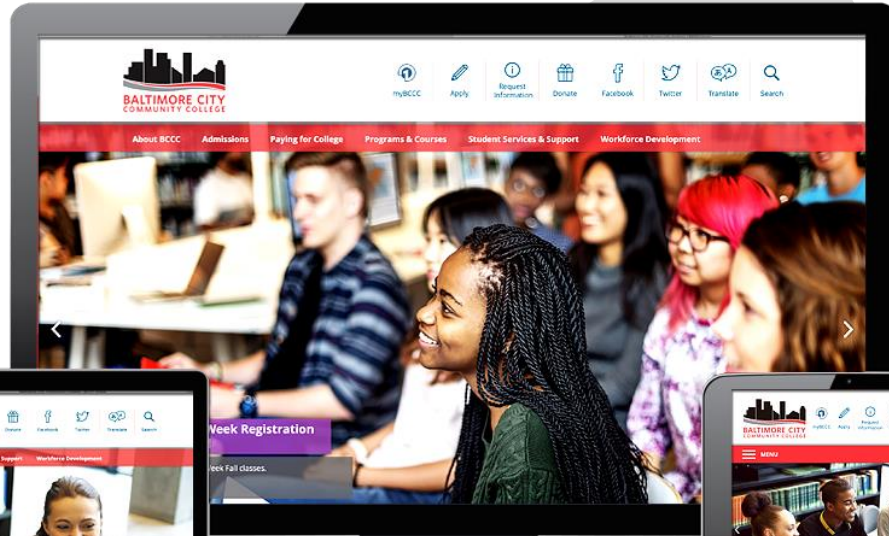
Web | Social Media

Virtual Campus – College Website: BCCC.EDU

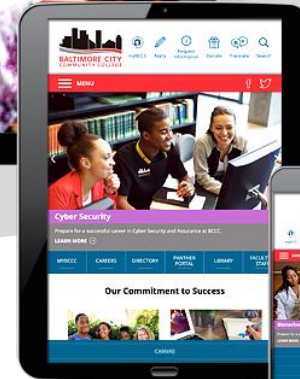


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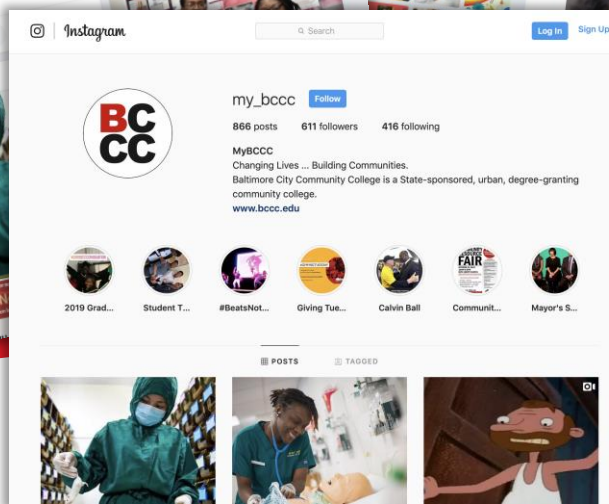
RESPONSIVE



AFTER



Social Media – Facebook, Instagram, and Twitter



A graphic with a globe icon containing social media icons. Below the globe is the text 'SOCIAL MEDIA'. Underneath are three social media handles: a Facebook icon followed by '@MyBCCC', an Instagram icon followed by '@my_bccc', and a Twitter icon followed by '@my_bccc'.

Four Newsletters – Alumni, BCCC News, Legislative Agenda, and Foundation

Alumni Newsletter



BCCC alumni newsletter

Vol. 1 August 2018 BALTIMORE CITY COMMUNITY COLLEGE

what's your story?

Upcoming Alumni Events

www.bccc.edu/alumni

Networking Event
August 9
 5:30-7:30 p.m.
 Radisson Hotel at Cross Keys
 3100 Falls Road
 Baltimore, MD 21210

Alumni Association Meetings

September 3
 11 a.m.-noon
 BCCC Liberty Campus-TBD

October 2
 5:30-6:30 p.m.
 BCCC Liberty Campus-TBD

November 6
 11 a.m.-noon
 BCCC Liberty Campus-TBD

December 4
 5:30-6:30 p.m.
 TBD

Become an active member of the BCCC Alumni

Welcome to our first BCCC alumni newsletter! This exclusive source of news, information and exchange is packed with stories about YOU, the College and its many happenings, both on and off campus. It's our way of connecting with YOU – and enlisting you in the cause of ambassadorship for YOUR alma mater. We hope you find this a welcome respite from your day-to-day responsibilities. By all means, use it to stay in touch!

The BCCC Alumni Association operates with the simple premise that all persons who ever attended BCCC – formerly Baltimore Junior College and the Community College of Baltimore – are entitled to membership in the Association. The College benefits greatly from the energy and ideas of an involved corps of alumni, like you, whose many talents and perspectives can help us reach students, assist them while they're here, and help them to firmly navigate the pathway of lifelong learning.

Your years at Baltimore City Community College were likely some of the richest in your life. Might they have given you a renewed sense of self and purpose? We invite you to keep this spirit going by recommitting to the experiences, growth and friendships which started it all.

Internal Newsletter



BCCC News

BALTIMORE CITY COMMUNITY COLLEGE

SEPTEMBER 12, 2018 | YOUR NEWS SOURCE FOR BALTIMORE CITY COMMUNITY COLLEGE

Weekly Panther News

It's a BRAND new day!
 Faculty & staff to test new College logo designs

BCCC

Legislative Newsletter



BCCC AGENDA

BALTIMORE CITY COMMUNITY COLLEGE

JUNE 2019 | LEGISLATIVE UPDATE FOR BALTIMORE CITY COMMUNITY COLLEGE

A Message from BCCC President Dr. Debra L. McCurdy

Dear Elected Officials,

On May 1, 2019 began my term as Baltimore City Community College's 16th President. I am excited to lead the team as a time when BCCC is poised to make its greatest. Building on the foundation established by the 2017 rebranding legislation, I am committed to making the College relevant to students in our region, ensuring your success in current and potential students. There are tremendous opportunities to strengthen, serve, and empower the College by bringing new levels of effort and engagement.

I am working relentlessly to build a culture of engagement and accountability, create every employee and faculty member's work life for our students, an ethics auditing program, budgets, and policies to align resources effectively for maximum effectiveness. The bottom line is that BCCC needs to be a resource for employees, a first choice for students, and an effective community partner. We are well-positioned to do this, and I thank you for your support of our efforts to improve.

This newsletter contains a wealth of information about the great things happening at Baltimore City Community College, and the best is yet to come. I will have for the time being and the heavy lifting that are needed to bring BCCC to new levels of excellence. I look forward to working with you and sharing the results of our progress.

Sincerely,
 Debra L. McCurdy, PhD

BCCC Celebrates Commencement 2019



Foundation Newsletter



The Newsletter of the Baltimore City Community College Foundation, Inc.
 Vol. 7 | September 2018

Baltimore City Community College Foundation
 The Official Newsletter of the Baltimore City Community College Foundation

BCCC
 BALTIMORE CITY COMMUNITY COLLEGE




Advertisements

Workforce Training – Outdoor Media Campaigns – Billboards, Posters, Mall Ads



Workforce Training - Transit Media Campaign



Enrollment – Outdoor Media Campaigns – Billboards, Mall Display Ads, MTA Elevator wrap (cube), Metro Kiosks



Enrollment - Media Campaigns on MTA Buses and Light Rail



Workforce Training & Enrollment - Media Campaigns on WWIN-FM, Magic 95.9; WWIN-AM, Spirit 1400; WOLB-AM; WERQ-FM, 92Q



CLICK



15 SECOND SPOT

Sponsorships

Sponsorship Events

- Associated Black Charities (Women on the move Empowerment & Networking Event)
- Baltimore City Chamber of Commerce (Breakfast with the Mayor)
- Baltimore City Foundation (Office of the Baltimore City State's Attorney/Winter Solstice Benefit 2018)
- Center for Urban Families/ Urban Visionary Awards
- CollegeBound Foundation
- Downtown Partnership of Baltimore, Inc.
- Fund for Educational Excellence (Heart of the School Awards on May 20, 2019)
- Greater Baltimore Committee, Inc./2018 Newsmaker Breakfast Series
- Greater Baltimore Committee/2019 BGC Annual Meeting
- Greater Baltimore Committee/2019 BGC Annual Meeting - Becky Burrell
- Legislative Black Caucus of Maryland (2018 Annual Legislative Weekend)
- Prince Georges County Community College Gala
- Washington Center Annual Scholarship Dinner
- YearUp Annual Jazz Fundraiser

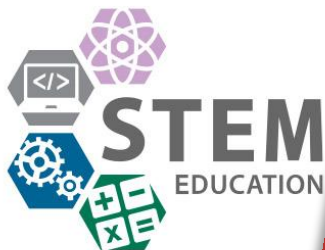
Sponsorship Events

Congratulations!

4th Maryland Collegiate STEM Conference

Baltimore City Community College has outstanding STEM programs in:

- Biotechnology
- CIS & Cyber Security
- Engineering
- Robotics



bccc.edu ■ 410-462-8300

Baltimore City Community College is regionally accredited by the Middle States Commission on Higher Education, 3624 Market St., Philadelphia, PA 19104.

DONATE

SUPPORT THE BALTIMORE CITY COMMUNITY COLLEGE FOUNDATION

Be Part of *The Legacy*

In memory of **Dr. Joseph Thomas Durham**
*former BCCC President and
 Alpha Phi Alpha Fraternity, Inc.
 Delta Lambda Chapter Member*

BALTIMORE CITY COMMUNITY COLLEGE FOUNDATION

www.bccc.edu/Donate

BALTIMORE CITY COMMUNITY COLLEGE

BCCC Workforce Development offers customized training for businesses, government agencies, and professional associations.

Partner With Us Today!

bccc.edu | 410-986-3200
 mdthomas@bccc.edu

Like us on Facebook: [bmoreccc](https://www.facebook.com/bmoreccc) | Follow us on Twitter: [@bmoreccc](https://twitter.com/bmoreccc)

BALTIMORE CITY COMMUNITY COLLEGE

Sponsorship Events



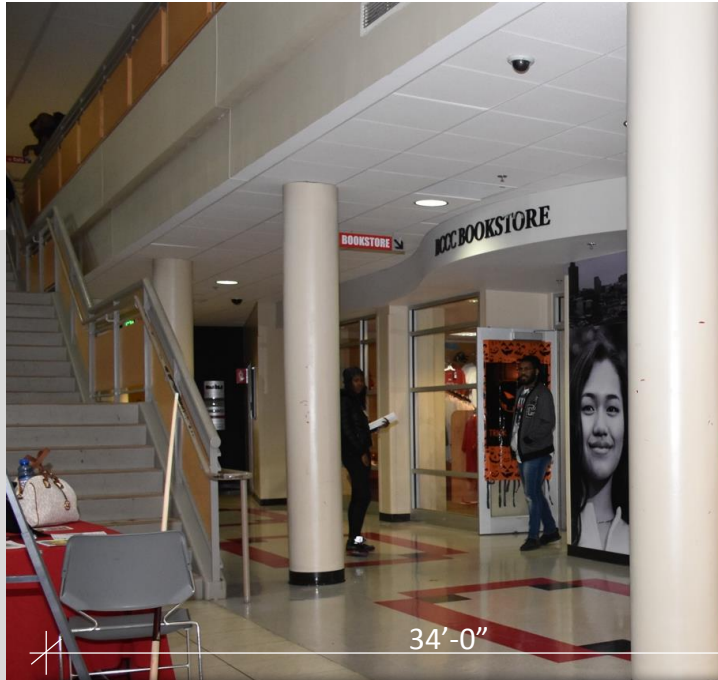
Campus Beautification

Murals | Space Designing

Student Services Wing – Large mural in Main Lobby



BEFORE



34'-0"



10'-0"

AFTER



Student Services Wing – Wall outside Café




BEFORE



AFTER 

Student Services Wing – Entrance to Admissions Area



BEFORE



AFTER

Student Services Wing – Registration Area



BEFORE

AFTER



Student Services Wing – Wall across from the Registration Area



BEFORE

AFTER



Student Services Wing – Advising and Disability Support Area



BEFORE



AFTER

Student Services Wing – Hallway near Cashier and Public Safety



BEFORE

AFTER



Liberty Campus – Fine Arts Auditorium




BEFORE

AFTER 



Liberty Campus – Gaare Auditorium in Nursing Building




BEFORE

AFTER 

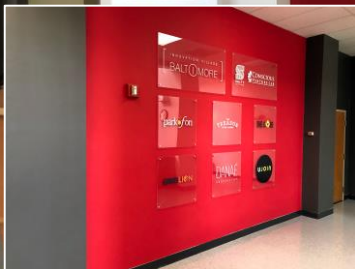


Liberty Campus – South Pavilion – Reception Area



BEFORE

AFTER



Liberty Campus – South Pavilion – Innovation Lab



BEFORE



AFTER





Coming Soon

Liberty Campus – Reception, Stair Hall – Indoor



EXISTING



PROPOSED

Liberty Campus – Hall of Fame in the Hallway – Indoor



EXISTING

PROPOSED



Liberty Campus – Rear end of the Hallway



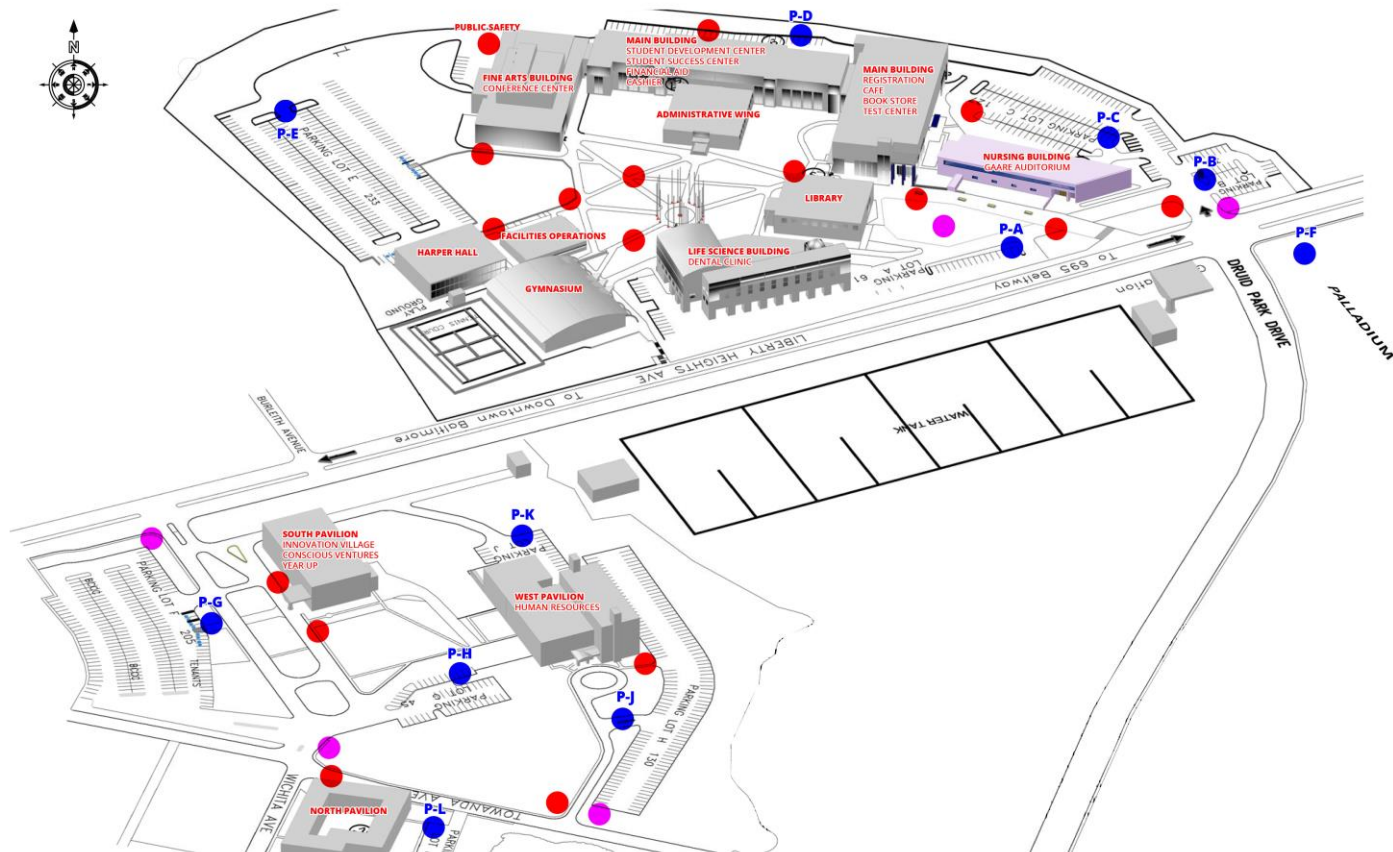
EXISTING

PROPOSED



Liberty Campus – Wayfinding Signage Plan throughout the campus – New Outdoor Wayfinding Signage System

To be followed by all the campuses in future



Liberty Campus – Fountain Area



EXISTING

PROPOSED



Liberty Campus – Entrance Sign on Liberty Heights – New Outdoor Wayfinding Signage System



EXISTING

PROPOSED



Option # 01

Liberty Campus – Entrance Sign on Liberty Heights – New Outdoor Wayfinding Signage System



EXISTING

PROPOSED



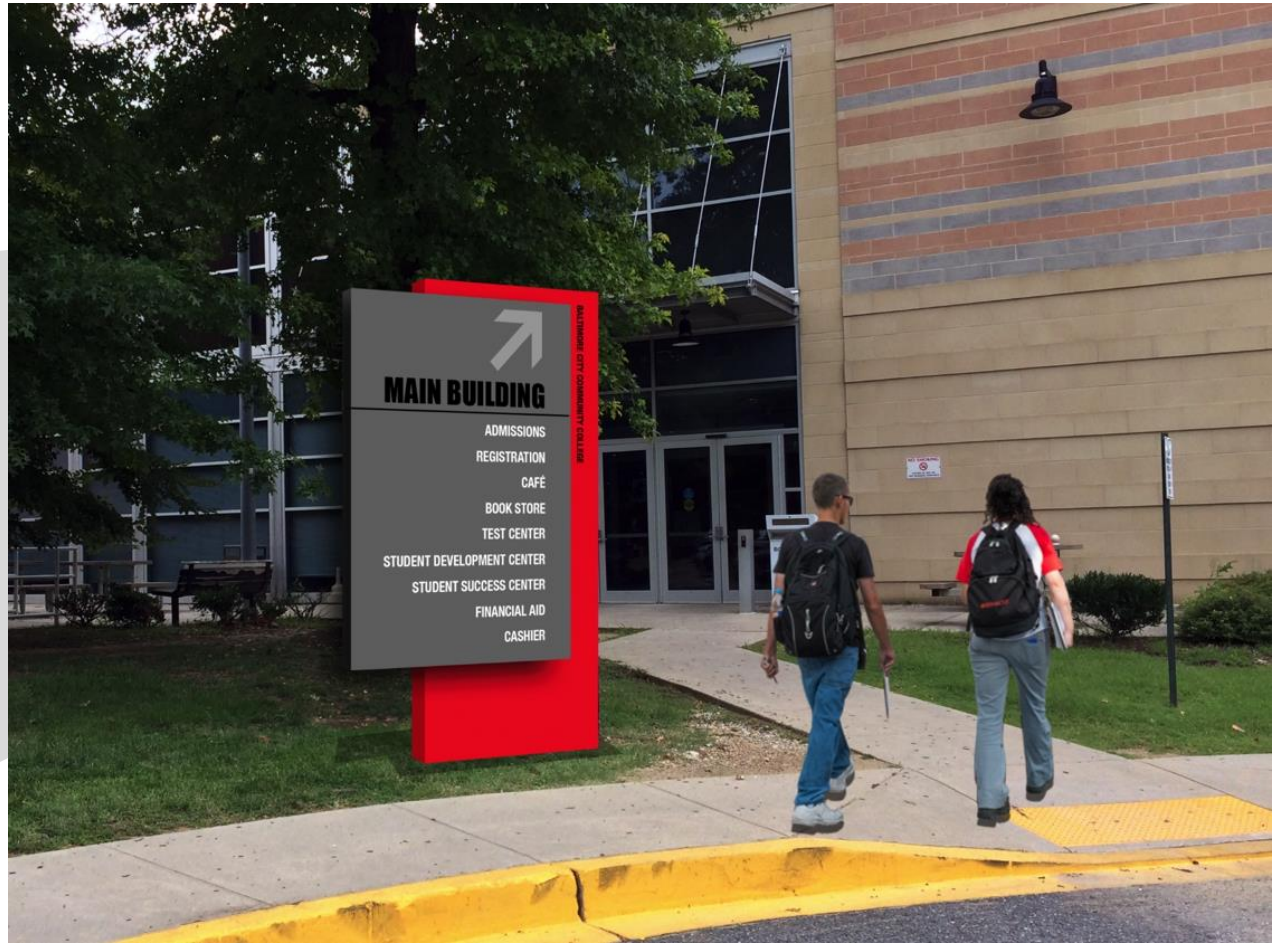
Option # 02

Liberty Campus – Main Building Sign – New Outdoor Wayfinding Signage System



EXISTING

PROPOSED



Liberty Campus – Parking Lot-A Signage – New Outdoor Wayfinding Signage System



EXISTING



PROPOSED

Liberty Campus – Parking Lot-E Signs – New Outdoor Wayfinding Signage System



EXISTING

PROPOSED

Liberty Campus – Parking Lot-E Signage – New Outdoor Wayfinding Signage System



EXISTING



PROPOSED

Liberty Campus – Café & Faculty Lounge Renovation – New Furniture, New Paint, New Flooring, Murals

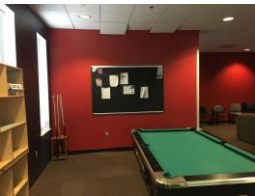


EXISTING



PROPOSED

Liberty Campus – Student’s Games & Tranquility Rooms



EXISTING

PROPOSED



New ID Cards – For students, Faculty/Staff, and Contractors



Consultant Engagement

Summary

Realignment Task # 8 – Develop and Market a brand for BCCC

Over the past year, BCCC has continued to work with the Hatcher Group to reposition and rebrand the College, through:

Research

- One-on-one interviews with campus leadership (October 2018)
- Campus listening sessions (8 total, at both Liberty and Downtown locations, in October 2018)
- Focus groups (4 in November 2018)
- Survey (Deployed to over 4,000 students, faculty, staff, alumni and community members in January 2019; 1,000 responses collected)
- Focus groups (2 in March 2019)
- Final presentation on research (March 2019)



Brand Pillars

BCCC is helping Baltimore prepare for what comes next.

BCCC prepares our students for careers in high-demand fields. Our academic, certificate and job training programs meet state and national standards. Our faculty and staff will work with you so that you gain the confidence and skills you need to take the next step.

College credit. Associate degree. Job training and certification. Continuing education. GED. English as a second language.

We do that. Whatever you need, we've got you.

BCCC is a great value.

BCCC offers high quality instruction at an affordable cost because we are committed to making sure that everyone in Baltimore can access opportunity. We understand that college costs a lot of money, but it is worth the investment. Our office of financial aid can help you put your college and career dreams in reach. We offer many scholarships and financial aid options to our credit students. And, many of our workforce and continuing education programs are free.

BCCC is welcoming and diverse.

BCCC offers a welcoming and supportive learning environment for everyone. We have nearly 6,700 degree seeking students and nearly 8,900 continuing education/noncredit students. Our students come from diverse racial and ethnic backgrounds; they represent different ages and life experiences. Wherever you come from, wherever you want to go, we work to lift up the voices of all of our students.

Realignment Task # 8 – Develop and Market a brand for BCCC

Collateral

- ASP Division Goals (4 revisions, completed January; additional revisions in June 2019)
- BCCC Foundation Case Statement – Building a Stronger Baltimore (7 revisions, originally completed in March 2019, updated in May 2019, revamped and updated in August 2019)
- MSP Summer Bridge Report (13 revisions, completed in November 2018)
- MSP Brochure (5 revisions, completed in November 2018)
- MSP Brochure – Workforce version (4 revisions, completed in November 2018)
- MSP FAQs (5 revisions, completed in November 2018)
- Supporting MSP (6 revisions, completed in April 2019)
- Realignment Report (7 revisions, completed in February 2019)

Realignment Task # 8 – Develop and Market a brand for BCCC

Public Relations Support

- Media work supporting announcement of Dr. McCurdy as new president (October 2018)
- Web design for announcement of Dr. McCurdy as new president (October 2018)
- Social Media Audit (Report delivered in February 2019)
- Media work supporting Dr. McCurdy's arrival (April-May 2019)
- Talking points on Dr. McCurdy's arrival for senior leadership (April 2019)
- Q&A with Dr. McCurdy (April-May 2019)
- Support for art direction on photos shoots

Realignment Task # 8 – Develop and Market a brand for BCCC

Branding

- 80+ logo concepts presented (since March 2019)
- Final options delivered to BCCC (August 2019)
- BCCC testing designs with students and employees (September 2019)



Pending Deliverables

- Style Guide (ETD November 2019)
- Branding Report (ETD November 2019)



September 17, 2019

UPDATE

Realignment Task # 8

Develop and Market a Brand for **BCCC**

Re**B**BRAND

Board of Trustees | UPDATE

Wednesday, September 18, 2019

BCCC
BALTIMORE CITY
COMMUNITY COLLEGE

Re**B**RAND

BCCC Seal, Logo, and Mascot



Realignment Task #8: **Develop and market a brand for BCCC.**

Over the past year, the College has been working with the Hatcher Group to rebrand the College.

Research

- One-on-one interviews with campus leadership (October 2018)
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- Focus groups (4 in November 2018)
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- Final options delivered to BCCC to test on campus (August 2019)
- BCCC testing designs with students and employees (September 2019)

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- Branding Report (ETD November 2019)

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BCCC offers high quality instruction at an affordable cost because we are committed to making sure that everyone in Baltimore can access opportunity. We understand that college costs a lot of money, but it is worth the investment. Our office of financial aid can help you put your college and career dreams in reach. We offer many scholarships and financial aid options to our credit students. And, many of our workforce and continuing education programs are free.

BCCC is welcoming and diverse.

BCCC offers a welcoming and supportive learning environment for everyone. We have nearly 6,700 degree seeking students and nearly 8,900 continuing education/noncredit students. Our students come from diverse racial and ethnic backgrounds; they represent different ages and life experiences. Wherever you come from, wherever you want to go, we work to lift up the voices of all of our students.

REBRANDING UPDATE

BCCC

Seal

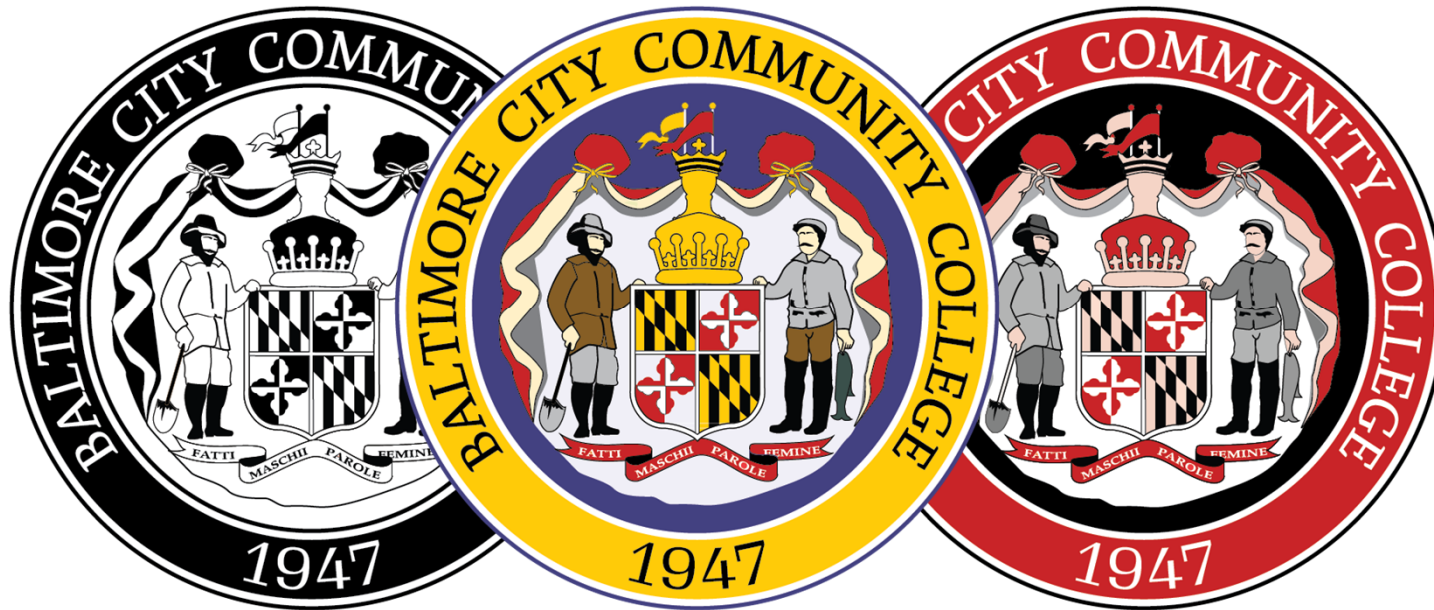
Previous Seals



Current Seal



Updated Seal for Commencement 2019



Black & White

Full Color

2 Color

Proposed Seals



Current Seal



Staff Favorites



Latin Text Translations



Current Seal

Fatti Maschii, Parole Femine
Manly Deeds, Womanly Words
(loose translation)

Strong Deeds, Gentle Words



Recommended Seal

Scientia Sit Potentia
Knowledge is Power

REBRANDING UPDATE

BCCC

Logo

Previous Logos



Current Logo



Interim Logo

BCC**CC**
BALTIMORE CITY
COMMUNITY COLLEGE

REBRANDING UPDATE

Designing The New **B**CCCC Logo

Proposed Logo #1

BCC
BALTIMORE CITY
COMMUNITY COLLEGE



Proposed Logo #2



Proposed Logo #3



Proposed Logos #4



Proposed Logo Moodboard

TYPE TREATMENTS

BLOCK

BCCC
Baltimore City Community College

BCCC
Baltimore City Community College

STACKED

Baltimore City
Community College

Baltimore City
Community College

Baltimore City
Community College

FULL NAME 1

Baltimore City
Community College

Baltimore City
Community College

FULL NAME 2

BALTIMORE CITY
COMMUNITY COLLEGE

BALTIMORE CITY
COMMUNITY COLLEGE

BALTIMORE CITY
COMMUNITY COLLEGE

SHAPE / CONCEPTS

LIGHT & AIRY

SWOOSH

MOVEMENT

ORGANIC

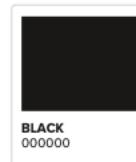
TYPEFACES

KULTURISTA

PROXIMA NOVA

TOFINO

COLOR PALETTE



Proposed Logos



REBRANDING UPDATE

BCCC
Mascot

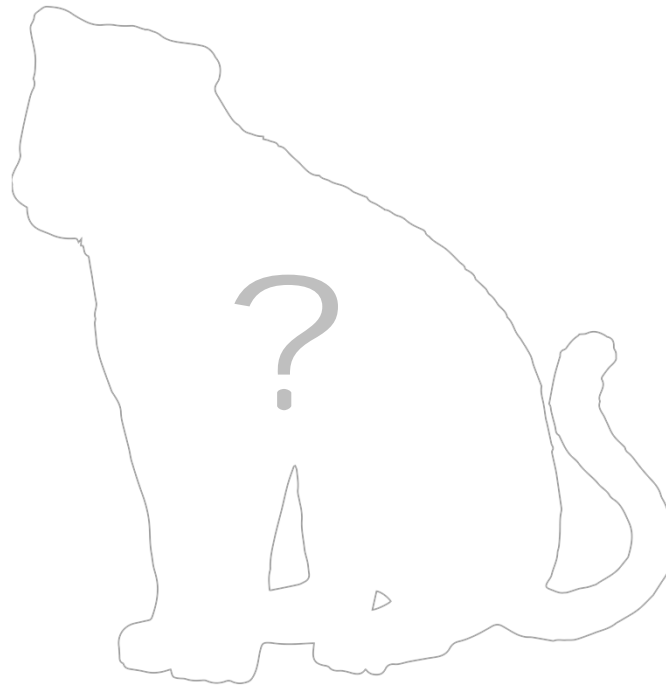
Previous Mascots



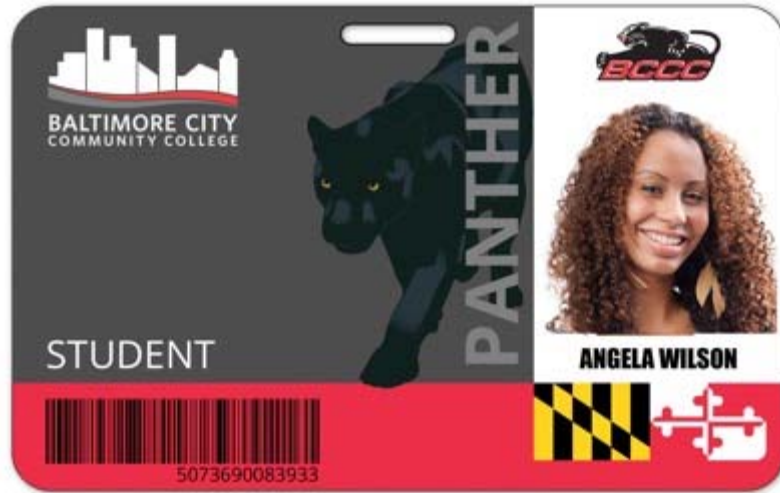
Current Mascot



The Search for BCCC's New Panther



Sample Mascot Application – ID Card



Sample Mascot Application – Games Room



Sample Mascot Application – Welcome Sign



REBRANDING UPDATE

Next Steps...



REBRANDING UPDATES

September 18, 2019



Audience Research Findings

March 13, 2019



Research Objectives

Establish a baseline measure of brand awareness.

Understand what key constituents expect of BCCC.

Use these insights to communicate more effectively with key audiences.

Audience Survey Method

Broad survey across audiences, internal and external

Conducted January 22 – March 11, 2019

1,395 responses

- Students (316)
- Faculty/Staff (376)
- Alumni & Friends of BCCC (205)
- Community (546)

Note: Some internal constituents fall into more than one of these audiences.

BCCC-branded for all audiences

Baltimore City Community College
Audience Research Questionnaire

CODEBOOK
Page 2

Students, Faculty & Staff, Alumni, Student Prospects, Family Members, General Community, January-March 2019

Competitive Set

(BCCC Students and External Audiences):

1. Have you heard of any of the following colleges and universities? Please check all that you have heard of. *(Randomize list)*
 - A. Baltimore City Community College (BCCC)
 - B. Anne Arundel Community College (AACC)
 - C. Community College of Baltimore County (CCBC)
 - D. Coppin State University
 - E. Morgan State University
 - F. Towson University
 - G. University of Baltimore (UB)
 - H. University of Maryland University College (UMUC)
 - I. University of Maryland, Baltimore County (UMBC)
 - J. University of Phoenix
 - K. North American Trade Schools
 - L. Stratford University

(BCCC Students and S3=1, 2, 3):

2. *(List those heard of, from Q1 list):* Which, if any, of the following colleges (are you considering applying to/did you apply to)? *(Allow multiple responses; include text box for other.)*

Decision Factors

(BCCC Students and S3=1, 2, 3, 4, 5, 6):

3. When considering a college or job training school to attend, how important are the following factors for you? Please rate each of them on a scale from 1 to 5 where 1 is "not at all important" and 5 is "very important."
 - A. A friendly, supportive community where you feel like you fit in
 - B. A place that welcomes all backgrounds, encouraging diversity and different points of view

Focus Groups

November 17, 2018

4 Groups:

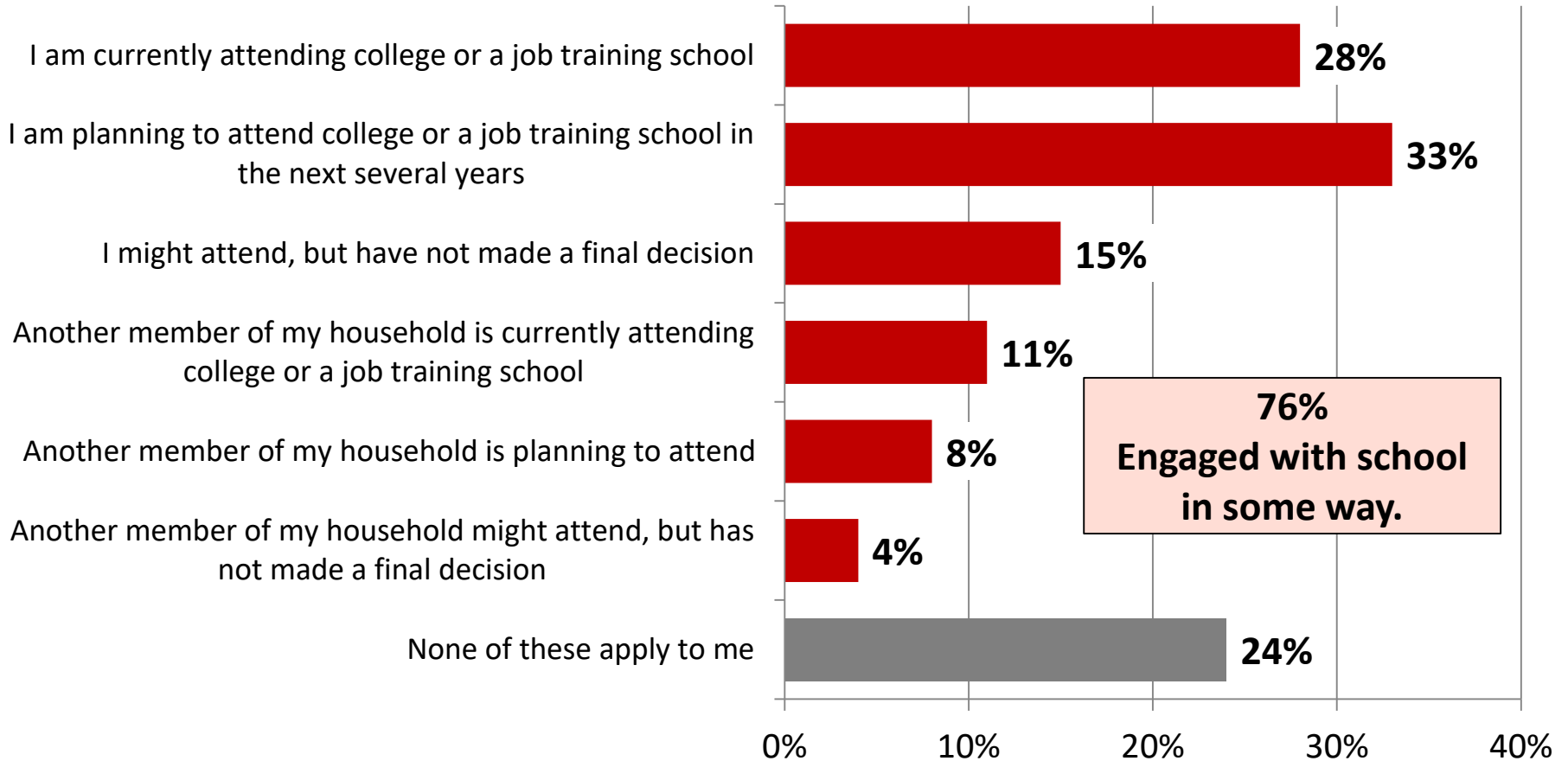
- Family members
- Mainstream High School students
- High-achieving high school students
- Workforce candidates

2 additional groups March 20



Key Findings

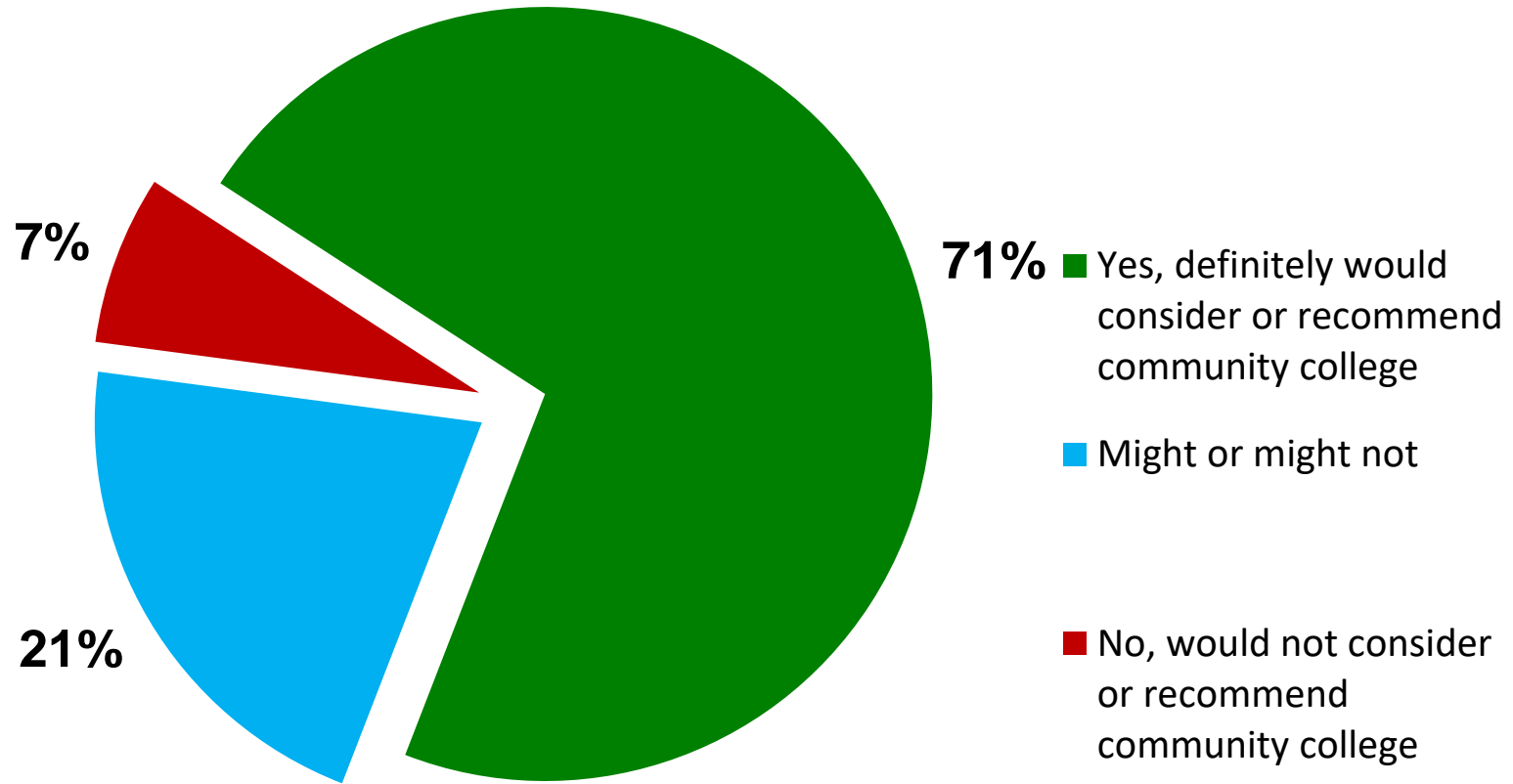
Share of the Public in School or Thinking About It



Could you see yourself or another member of your household attending college or a job training school at any point in the next several years? Mark any that apply to you.

Consider Attending or Recommending a Community College

Community



Would you consider attending a community college or recommend it for a member of your household?

What “Community College” Brings to Mind

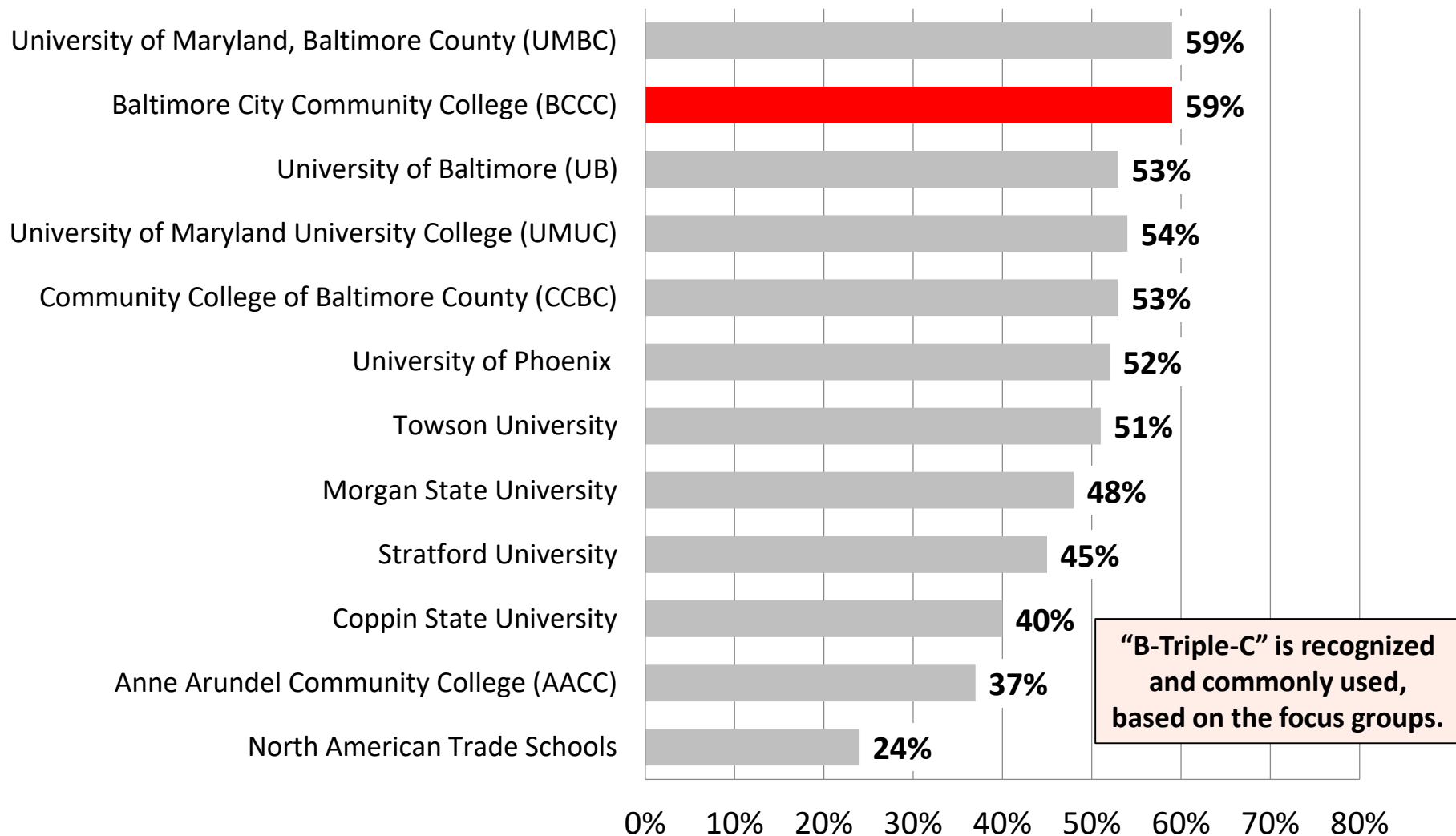
Community



In just a word or a short phrase, when you hear the term “community college,”
what comes to mind?

Aided Recognition of Colleges and Universities

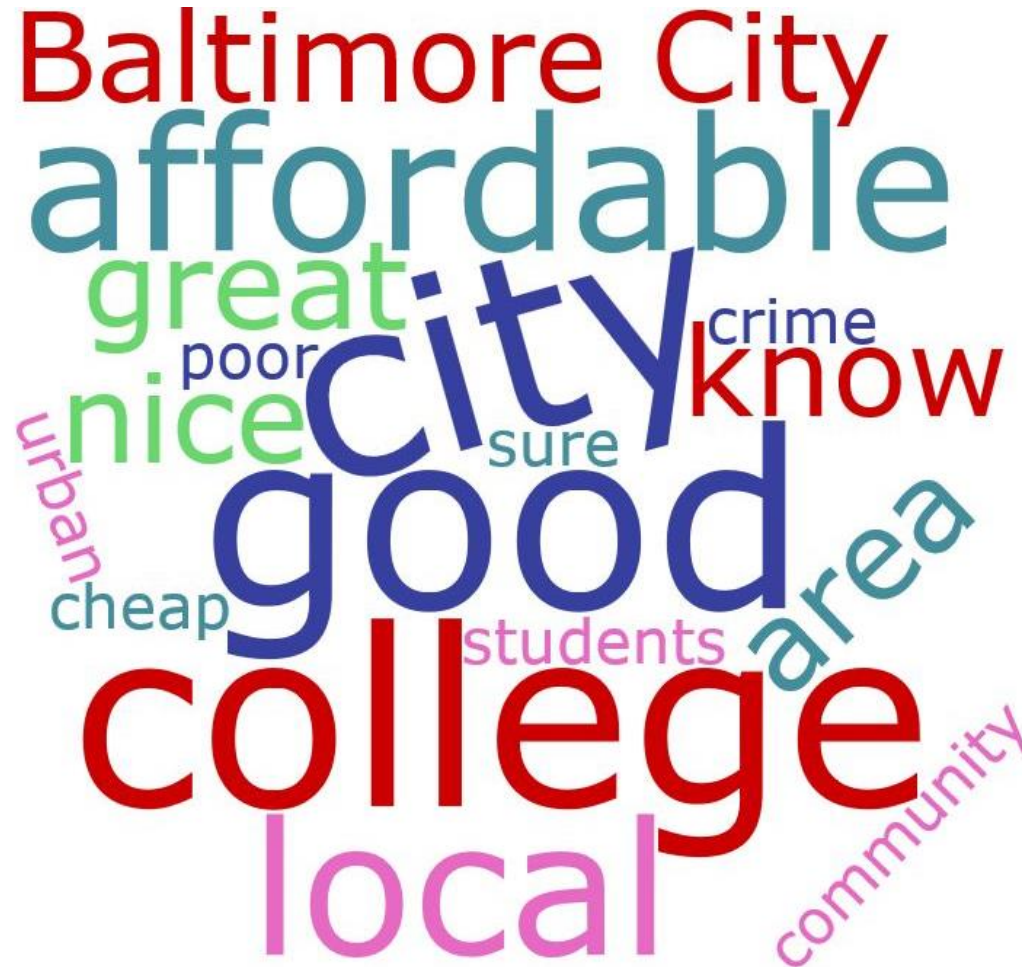
Community



**Have you heard of any of the following colleges and universities?
Please check all that you have heard of.**

What Comes to Mind When You Hear “Baltimore City Community College”

Community



Using just a word or a short phrase, what comes to mind first when you hear the name “Baltimore City Community College?” (Open-ended)

What Comes to Mind When You Hear “Baltimore City Community College”

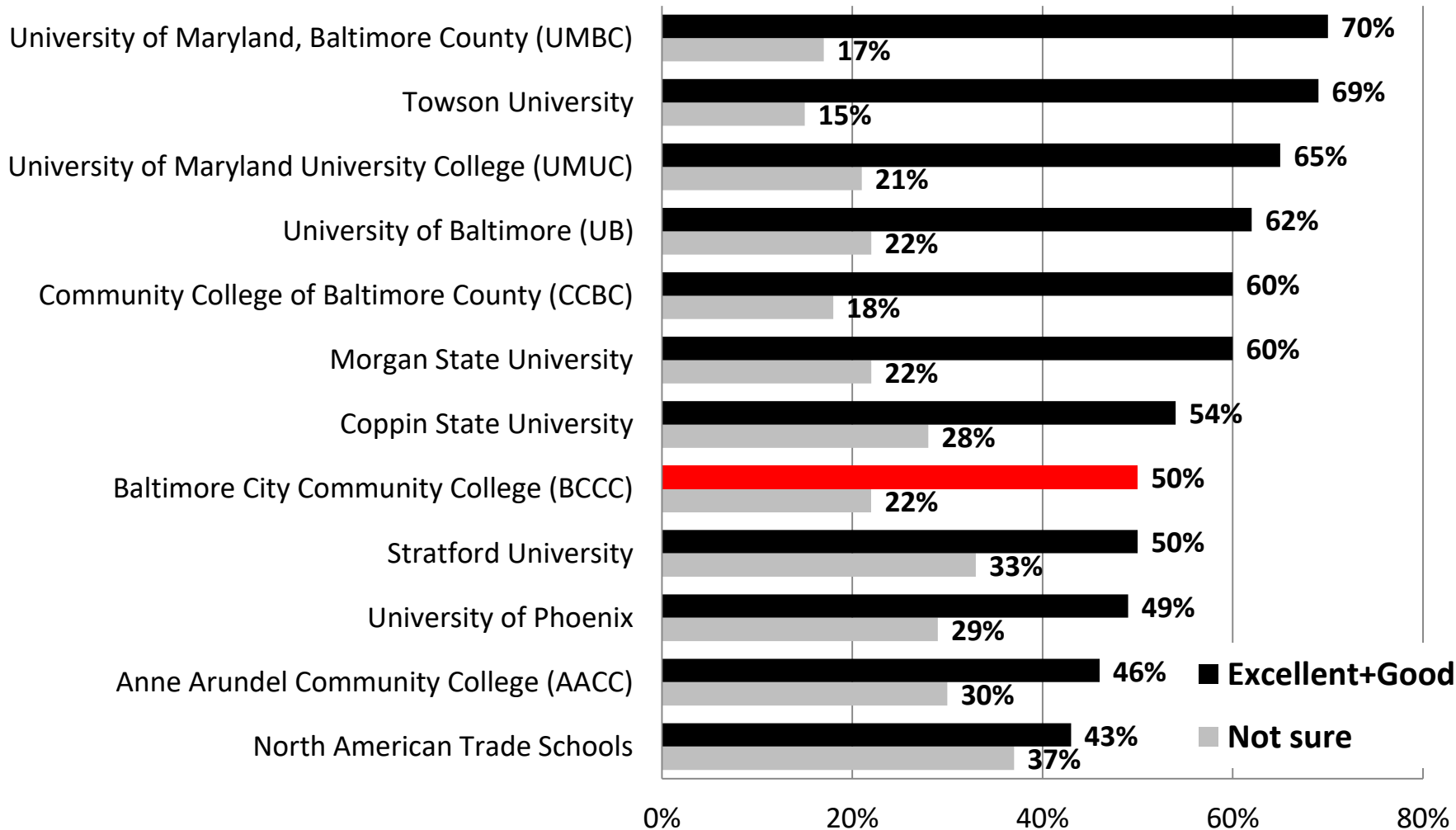
Internal Audiences



Using just a word or a short phrase, what comes to mind first when you hear the name “Baltimore City Community College?” (Open-ended)

Perceptions of Quality

Community

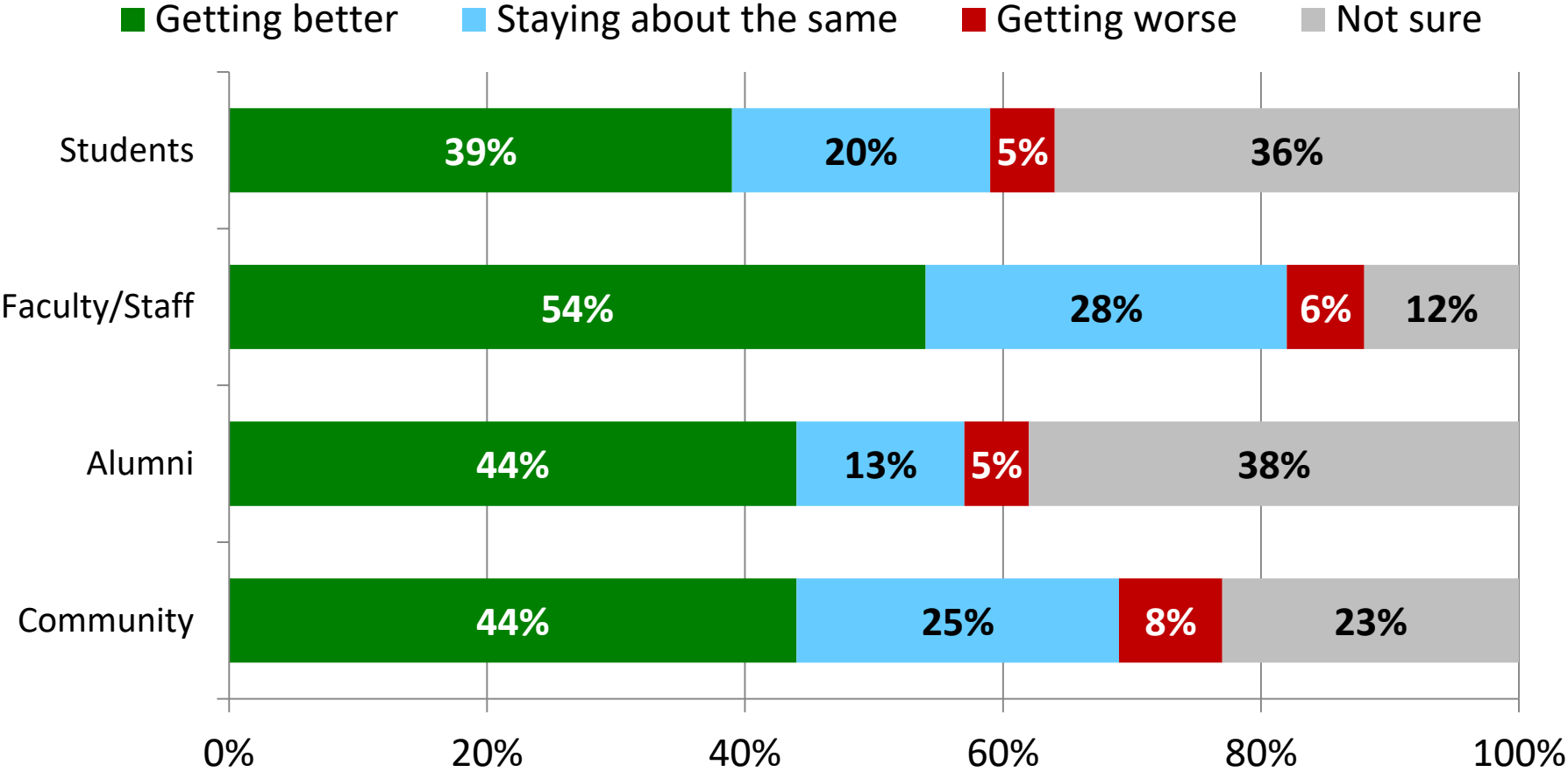


Older residents are especially positive about BCCC, based on the focus groups.

Please rate the following colleges and universities for the quality of the education they provide. (Scale: Very poor, Poor, Average, Good, Excellent)

Perceived Trend in Quality of BCCC

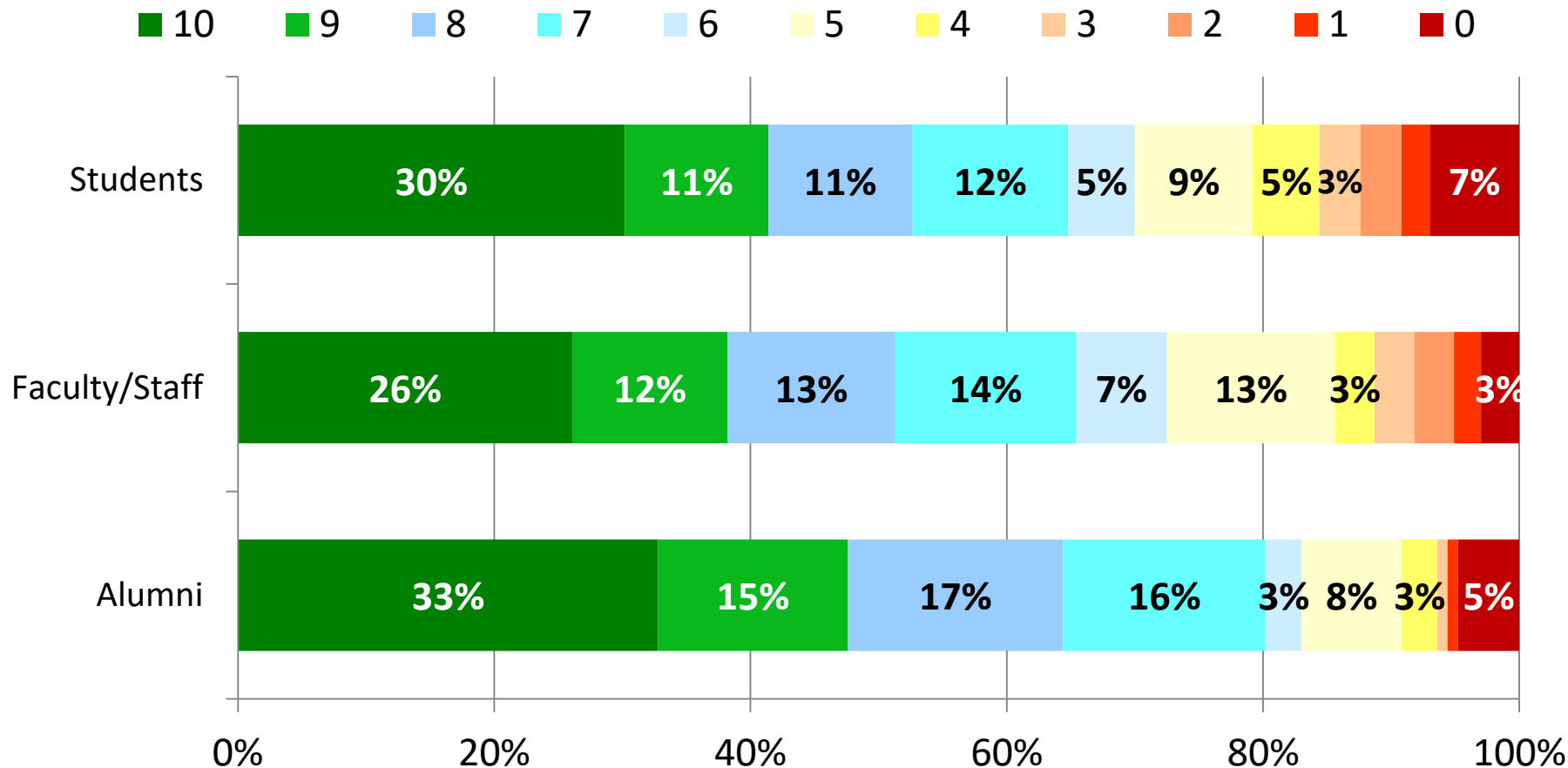
All Audiences



Compared to a few years ago, do you think the quality of Baltimore City Community College is generally (randomize): [getting better, staying about the same (or) getting worse)?

Likelihood to Recommend BCCC

All Internal Audiences

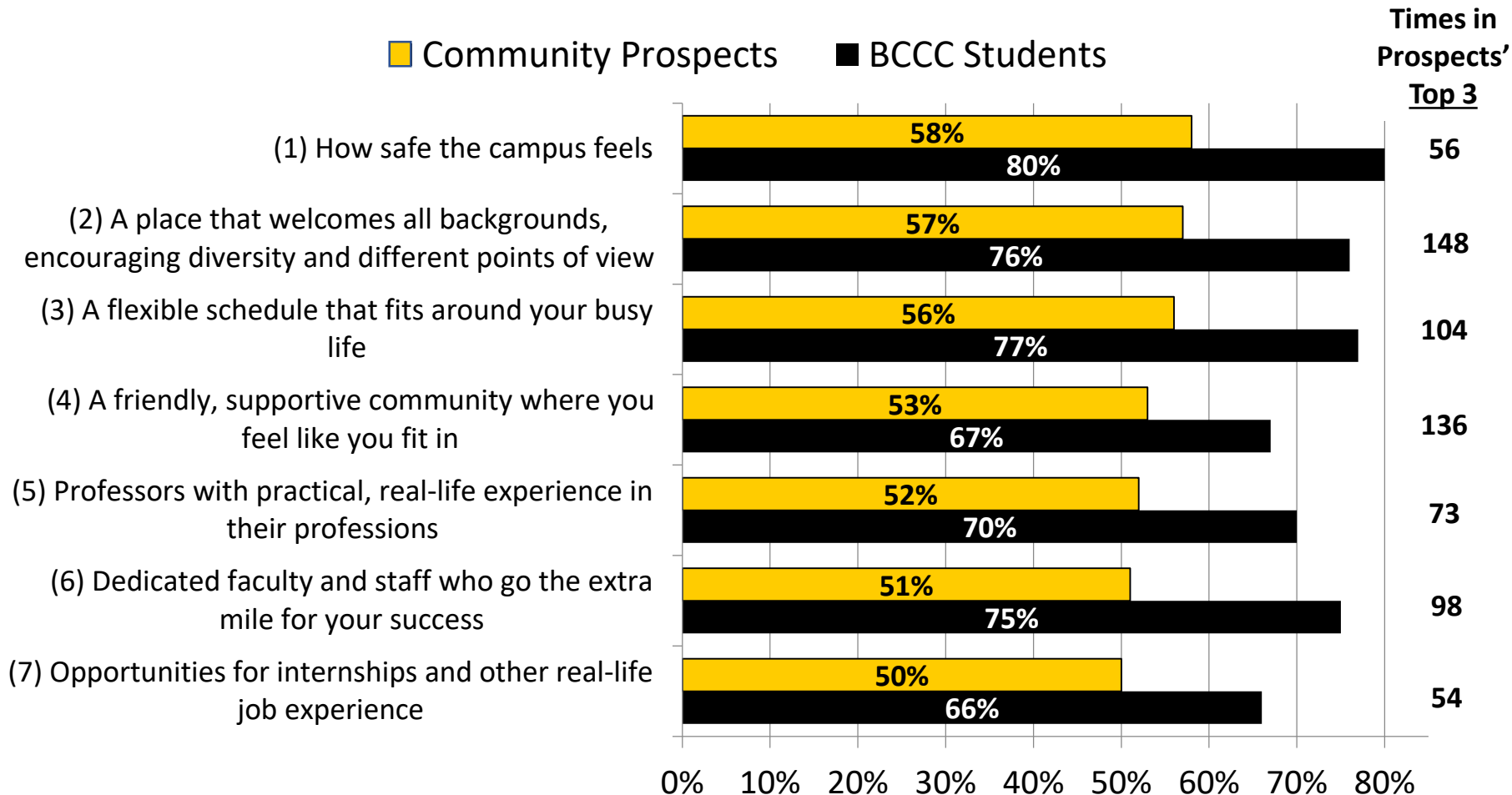


On a scale of 0 to 10 where 10 is extremely likely and 0 is not at all likely, how likely are you to recommend Baltimore City Community College to that close friend or family member (who was considering attending college)?

What Prospects Want & How BCCC Performs

Important Qualities of a School: Top Tier

Rating of “5” on 5-point scale of importance; Top 7 among 14 Tested



When considering a college or job training school to attend, how important are the following factors for you? Please rate each of the following on a scale from 1 to 5 where 1 is “not at all important” and 5 is “very important.”

Focus Group Observations

Many students do not feel high school prepared them.

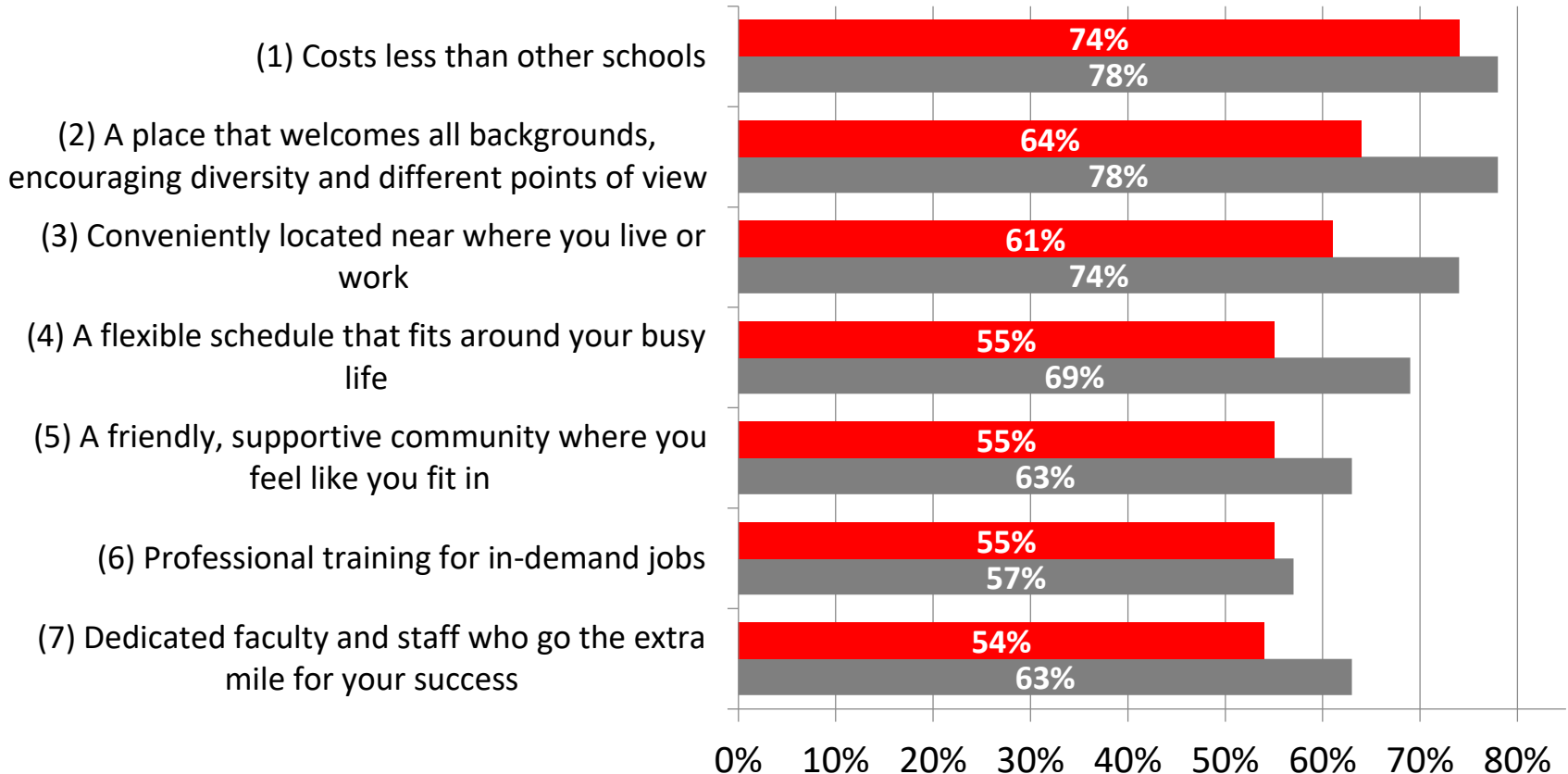
Family members like having a good option close to home.

Faculty and staff feel they go the extra mile.

Perceived BCCC Performance: Top Tier

Rating of “4” or “5” on 5-point scale of performance; Top 7 among 14 Tested

■ Community Prospects ■ BCCC Students

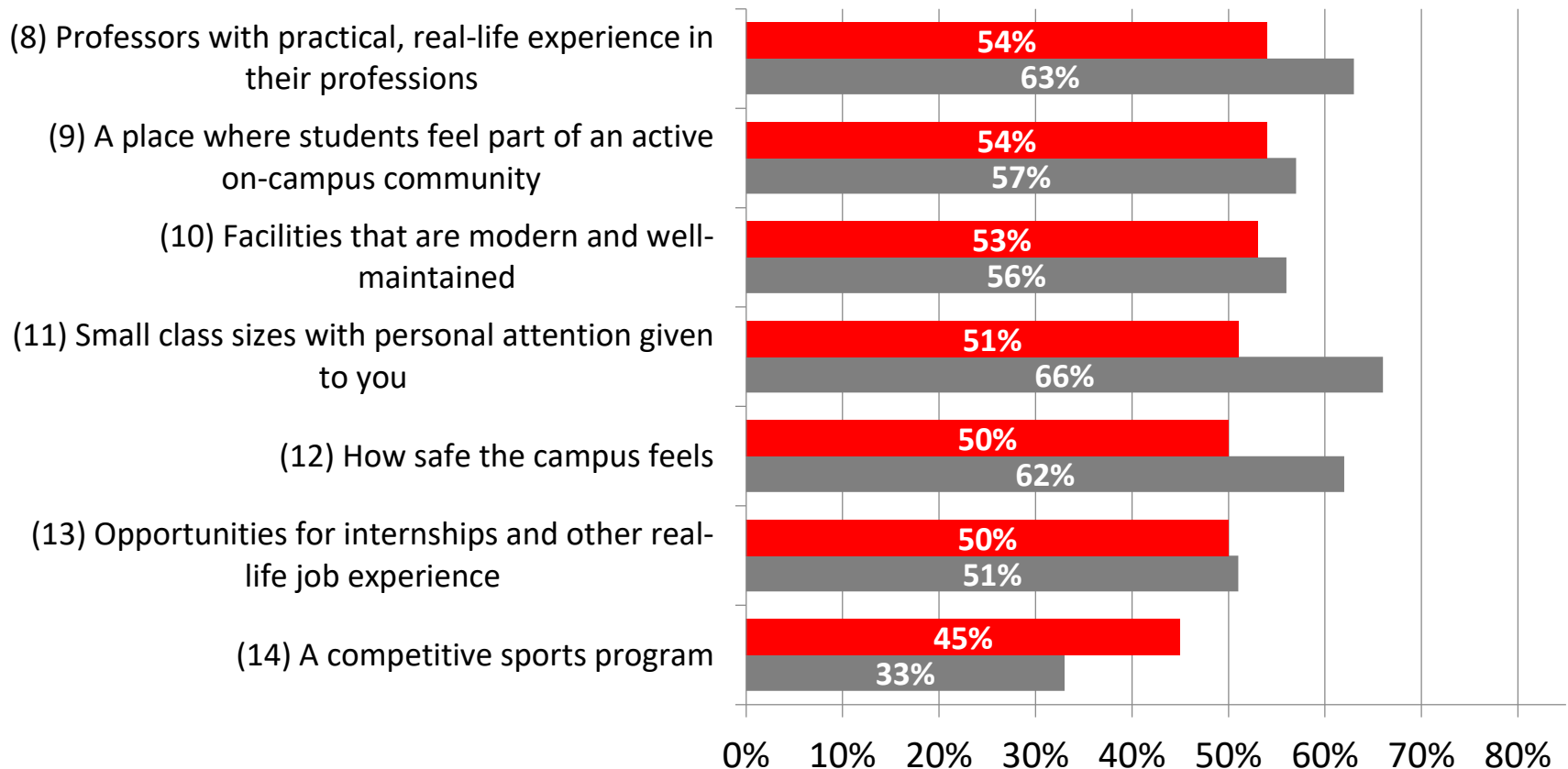


Just based on what you know, how would you rate Baltimore City Community College on the following factors, using a scale from 1 to 5 where 1 is “very poor” and 5 is “excellent?”

Perceived BCCC Performance: Lower Tier

Rating of “4” or “5” on 5-point scale of performance; Lower 7 among 14 Tested

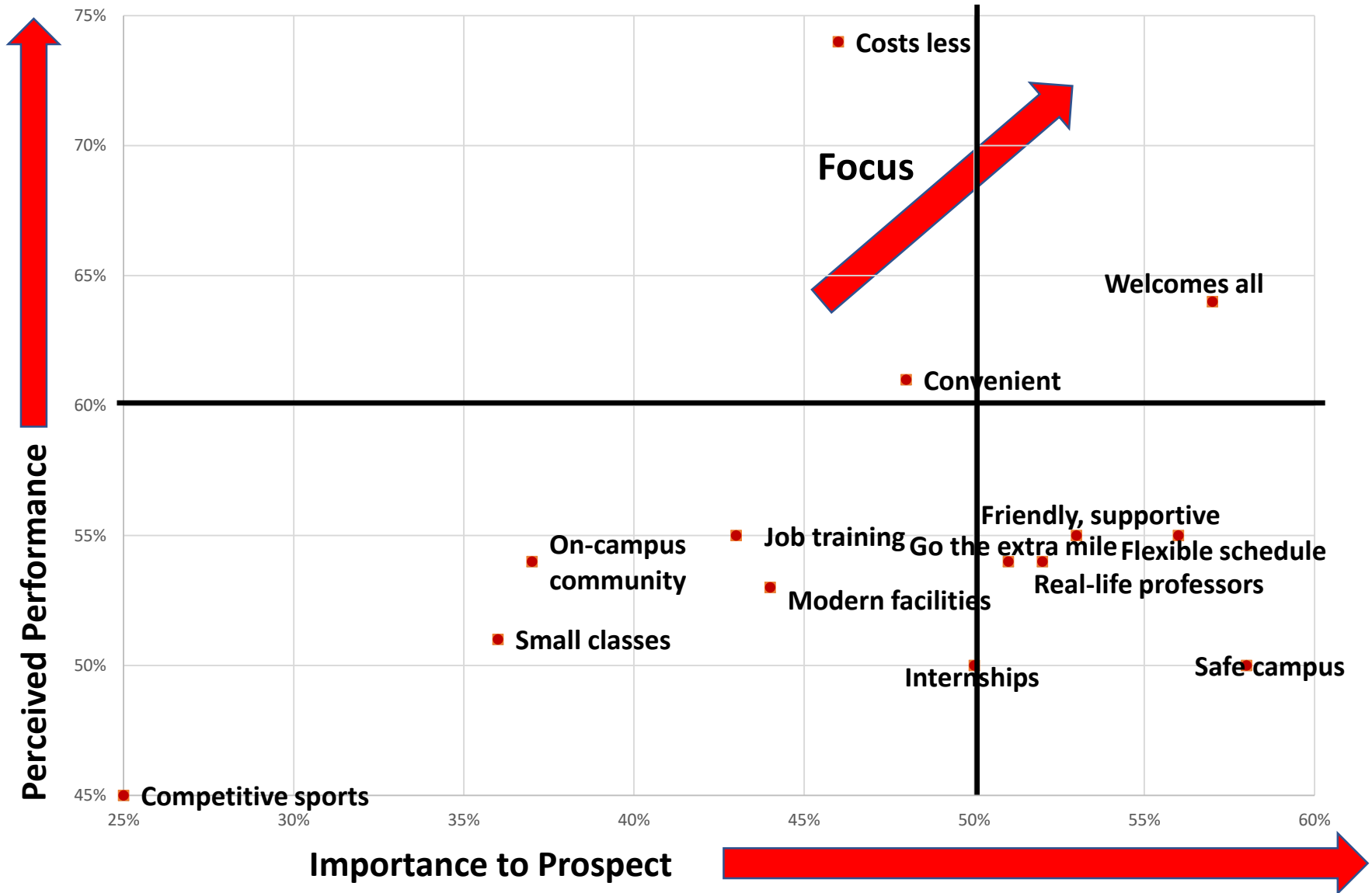
■ Community Prospects ■ BCCC Students



Just based on what you know, how would you rate Baltimore City Community College on the following factors, using a scale from 1 to 5 where 1 is “very poor” and 5 is “excellent?”

BCCC Impact Matrix

Importance to Prospects (Rating of "5") x Perceived Performance (All Audiences, "4" or "5")



Concept Testing

Community

A

BCCC is a **great next step on the path to success**. Whether you are **graduating** from high school, want to get a **better paying job**, or just want a new start, **BCCC will help you reach your goals**.

B

BCCC understands Baltimore and **provides opportunities to everyone**. With locations across Baltimore and **many low-cost or free programs**, it is **affordable, convenient** and **fits around your busy life**.

C

You can **save money** by attending BCCC. **High school students who live in Baltimore City can attend BCCC tuition-free** after they graduate.

D

Students feel **comfortable and safe** at BCCC. With **secure facilities**, and **teachers and staff who go the extra mile to help you**, BCCC helps **prepare students** to take on whatever life throws at you.

E

BCCC is a **fully-accredited institution** that provides a **high-quality education** at a **low-cost**. Its academic, certificate and job training programs meet state and national standards and help connect students to jobs in high-demand fields.

The statements below describe Baltimore City Community College. Please use your cursor to highlight the words or phrases in each statement that most appeal to you. 22

Logo Test



**68% of internal constituents (students, faculty & staff, alumni)
and 77% of community members
said BCCC should definitely or maybe update its logo.**

**One-half of community members said BCCC
definitely should update it.**

Conclusions

1. BCCC enjoys high awareness, positive reputation.
2. Best known for affordability, convenience, flexibility, and welcoming all.
3. Impressions are positive but soft. BCCC not getting credit for all it is accomplishing.
4. Logo and other visual redesign needs to be part of this conversation.
5. Many prospects and community members are looking for an achievable next step. BCCC offers that for them.

BCCC Media Headlines and Mentions

Updated September 2019

Making College Possible: The Mayor's Scholars Program

September 9, 2019

Charm TV

Leading a Turnaround: Debra McCurdy aims to get BCCC back on track

August 2, 2019

Baltimore Business Journal

<https://www.bizjournals.com/baltimore/news/2019/08/02/enterprising-women-2019-debra-mccurdy-aims-to-get.html?b=1564707232%5E21507519>

Mayor Young welcomes 2019 class of Mayor's Scholars Program

July 2, 2019

WMAR- ABC

<https://www.wmar2news.com/news/region/baltimore-city/mayor-young-welcomes-2019-class-of-mayors-scholars-program>

'Game Changer': Second Mayor's Scholars Cohort Launches, Giving Hundreds Tuition-Free Education

July 1, 2019

WJZ- CBS

<https://baltimore.cbslocal.com/2019/07/01/game-changer-second-mayors-scholars-cohort-launches-giving-hundreds-tuition-free-education/>

400+ Baltimore high school grads to start BCCC on 'tuition-free' scholarship

July 1, 2019

WBFF FOX

<https://foxbaltimore.com/news/local/second-year-of-mayors-scholars-cohort>

Journalist Ryan to speak at BCCC commencement

Daily Record

April 3, 2019

<https://thedailyrecord.com/2019/04/03/journalist-ryan-to-speak-at-bccc-commencement/>

Debora Johnson-Ross Named Director of Mayor's Scholars Program

The Daily Record (print), April 8, 2019

Debora Johnson-Ross Named Director of Mayor's Scholars Program

Daily Record Online, April 8, 2019

Front page photo and cutline of Acting Mayor Bernard "Jack" Young's attendance at the ELS

Financial Literacy Program media event,
Baltimore Sun April 24, 2019

English Language Learners also learn about Financial Programs,
WBAL-TV 11 News at 6, April 23, 2019

Free Oral Cancer Screening at BCCC
WBAL-TV 11 News at 5, Apr 24, 2019

Free Oral Cancer Screening at BCCC
Daily Record. The (Online and Print editions), April 24, 2019

BCCC Upward Bound Math and Science Program Offers Students Experience In STEM
Baltimore Times Online, April 26, 2019

Media Mentions:

Incarcerated Juvenile Plans to Attend BCCC Upon release (Feature
WMAR-2 News Good Morning Maryland at 6AM, April 11, 2019

Incarcerated Juvenile Plans to Attend BCCC Upon release (Feature
WMAR-2 WMAR-2 News at 5PM, April 11, 2019

It's time to change the narrative on Baltimore
Washington Post – Opinions (Print), April 28, 2019

Michelle Obama "Becoming" Book Discussion at Baltimore City Community College
Baltimore Sun Online, 3/29/2019

Black women need to seek therapy to deal with long-standing trauma, psychologist says
Baltimore Sun/ The Grio
March 19, 2019
<https://thegrio.com/2019/03/18/black-women-need-to-seek-therapy-to-deal-with-long-standing-trauma-psychologist-says/>

Congressman Elijah Cummings Announces FAFSA Legislation at BCCC
WJZ-13 News
February 4, 2019
<https://baltimore.cbslocal.com/2019/02/04/fafsa-bill-introduced-to-improve-student-access-to-federal-aid/>

Congressman Elijah Cummings Announces FAFSA Legislation at BCCC

WBAL-TV

February 4, 2019

http://us.vocuspr.com/ViewNewsOnDemand.aspx?ArticleID=3087317_56253_180621492

Proposed bill would simplify student loan aid for some

WMAR 2 Baltimore

February 4, 2019

<https://www.wmar2news.com/news/state/proposed-bill-would-simplify-student-loan-aid-for-some>

These Are the Least Expensive Community Colleges in Every State

Reader's Digest Online

January 10, 2019

<https://www.rd.com/advice/saving-money/least-expensive-community-colleges-every-state/>

New Presidents or Provosts: Baltimore City CC, Belhaven U, Cabrini U, Florida A&M U, Forsyth Technical CC, Methodist U, Naval Postgraduate School, New River Community-Technical College, Texarkana College

Inside Higher Ed

November 20, 2018

<https://www.insidehighered.com/news/2018/11/20/new-presidents-or-provosts-baltimore-city-belhaven-cabrini-famu-forsyth-tech>

BCCC Partners with Facebook to Launch Digital Marketing Certificate

Baltimore Business Journal

Morgan Eichensehr

November 12, 2018

<https://www.bizjournals.com/baltimore/news/2018/11/12/heres-why-facebook-came-to-town-to-help-small.html>

Facebook trains small businesses in Baltimore

The Daily Record

Tim Curtis

November 12, 2018

<https://thedailyrecord.com/2018/11/12/facebook-trains-small-businesses-in-baltimore/>

How Facebook Community Boost is looking to help small businesses in Baltimore

Technical.ly Baltimore

Stephen Babcock

November 12, 2018

<https://technical.ly/baltimore/2018/11/12/how-facebook-community-boost-is-helping-small-business-in-baltimore/>

A Big Boost for Baltimore Business

Facebook Newsroom

November 12, 2018

<https://newsroom.fb.com/news/2018/11/baltimore-communityboost/>

Debra L. McCurdy, president of Rhodes State College, in Ohio, has been named president of Baltimore City Community College, in Maryland.

Diverse Issues in Higher Education

October 18, 2018

<https://diverseeducation.com/article/129853/>

Transitions: New Chief at Baltimore City Community College, Heritage U. Names Provost Debra L. McCurdy, president of Rhodes State College since 2006,

The Chronicle of Higher Education

October 18, 2018

<https://www.chronicle.com/article/Transitions-New-Chief-at/244913>

Newsmakers: Debra McCurdy has been named the next president of Baltimore City Community College.

Community College Daily

October 18, 2018

<https://www.ccdaily.com/2018/10/newsmakers-59/>

Baltimore City Community College Names New President

Conduit Street

Kevin Kinnally

October 18, 2018

<https://conduitstreet.mdcountries.org/2018/10/18/baltimore-city-community-college-names-new-president/>

A new president has been named at Baltimore City Community College,

Baltimore Business Journal

Ryan Sharrow

October 17, 2018

<https://www.bizjournals.com/baltimore/news/2018/10/17/baltimore-city-community-college-taps-new.html>

Baltimore City Community College names new president

Baltimore Sun

Liz Bowie

October 17, 2018

<https://www.baltimoresun.com/news/maryland/education/higher-ed/bs-md-ci-bccc-president-20181017-story.html>

Baltimore City Community College names new president

Capital Gazette (Annapolis, MD)

October 17, 2018

Workforce training offered at 'mock' pharmacy

CVS Health and Goodwill, in cooperation with BCCC, are producing technicians

Baltimore Sun

Lorraine Mirabell

October 12, 2018

Article included front page photo of VP Michael Thomas and graduate of the program.

<https://www.baltimoresun.com/bs-bz-cvs-goodwill-pharmacy-training-20181010-story.html>

CVS Health and Goodwill offer workforce training at 'mock' pharmacy in Baltimore

Pharmacist.com

October 12, 2018

<https://www.pharmacist.com/article/cvs-health-and-goodwill-offer-workforce-training-mock-pharmacy-baltimore>

BCCC opens mock pharmacy training program –

Maryland Daily Record

October 12, 2018

Staff report

<https://thedailyrecord.com/2018/10/12/bccc-opens-mock-pharmacy-training-program/>



Baltimore City Community College

REALIGNMENT TASKS UPDATE

State of Maryland, September 17, 2019

Dr. Debra L. McCurdy, President

Realignment Task #9 Attachments

“Address the information technology (IT) and infrastructure needs of BCCC, including whether oversight by the Department of Information Technology is advisable.”

Dr. Maria Cazabon, Director for Client Services

See attachments:

- IT Infrastructure Plan Update July and September 2019

Baltimore City Community College

IT Infrastructure Plan Update

July 1, 2019 (Submitted to the State)

September 17, 2019 (Updated)



Realignment Task #9

- “[A]ddress the information technology (IT) and infrastructure needs of BCCC, including whether oversight by the Department of Information Technology is advisable.”

(Source: HB 1595, “Baltimore City Community College – Realignment, 2017 Session)

- “BCCC should provide to the budget committees a five-year IT infrastructure plan, including the IT infrastructure that it will upgrade or replace, its timeline for replacing and upgrading, when it will be able to support a new ERP system, and all associated costs. BCCC should work with the Department of Information Technology in creating its five-year plan. This plan shall be submitted to the budget committees by November 1, 2018.”

(Source: Report on the Fiscal 2019 State Operating Budget (SB 185) and the State Capital Budget (SB 186) and Related Recommendations [“Joint Chairmen’s Report”], April 2018)

- Improve the student experience
- Improve faculty, staff, administrative work experience
- Address the IT and infrastructure needs of BCCC, including whether oversight by the Department of Information Technology is advisable as captured by Realignment Task #9 in the JCR Report
- Provide core infrastructure and core business systems that address current operational needs and provide for future growth and innovation
- Maximize health, security, and support of systems at lowest cost

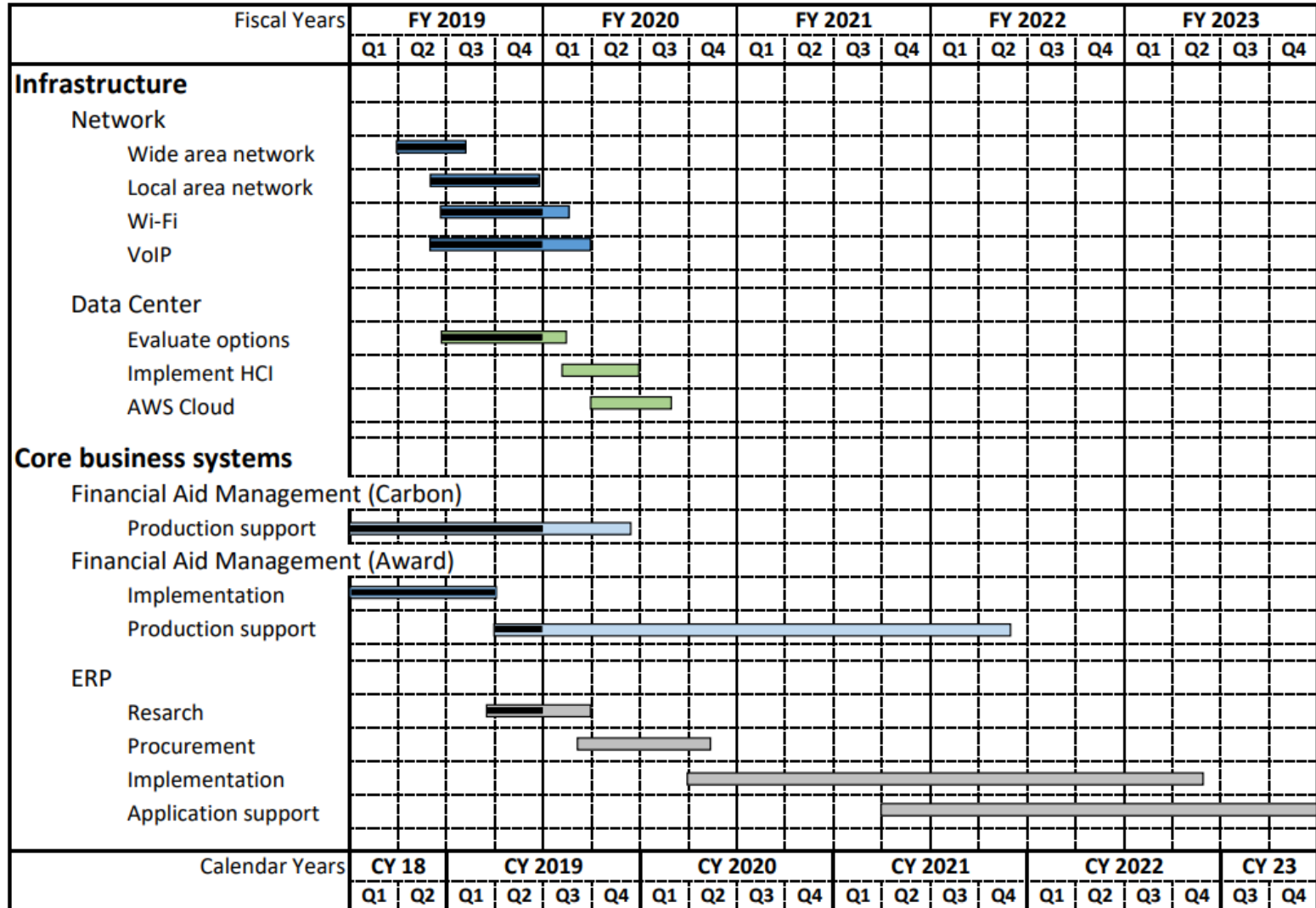
Executive Summary

In October 2018, BCCC submitted a plan to address IT Infrastructure issues that had been identified related to the capacity of the existing technical infrastructure to support the operation of an upcoming core business system (ERP) and to support other essential business functions for faculty, staff, students and community with improved performance, stability, and reliability.

In that plan, the College outlined goals for refreshing major components of the technical infrastructure with ambitious completion targets identified. This report will update the status of those initiatives undertaken to date and will project a timeline for the next phase of updates.

In conjunction with Maryland DoIT, significant financial resources and staff time have been directed toward addressing the key areas as identified (Infrastructure – Network & Data Center; Core Business System – Financial Aid Management & ERP). That investment has yielded substantial progress and improvement in key target areas, particularly in Infrastructure and Financial Aid, as reported below.

BCCC 5 Year IT Infrastructure Plan



Key areas of the Technology Upgrade Effort

Infrastructure

Network

Data Center

Core business systems

Financial Aid
Management

Enterprise Resource
Planning (ERP)

Infrastructure – Network Status

Wide Area Network, Local Area Network and Wi-Fi

- Implemented fiber optic connections to all BCCC locations
- Improved configuration of Wide Area Network (WAN)
- Established managed firewall to secure all College data traffic
- Replaced Local Area Network (LAN) switches in all buildings
- Replaced Wi-Fi controllers and access points (AP)
- Migrated e-mail to cloud based service
- Enabled cloud-based VoIP phone service, transitioned first groups of users

- **Spent \$1.5m of \$2.0m projection**
- **Completed planned activities on time**
- **Current network infrastructure will support the implementation of a SaaS ERP solution**

Infrastructure – Network Next Steps

- Continue VoIP phone deployment to remaining users
- Complete Wi-Fi augmentation

- Replaced Wi-Fi controllers and access points (AP) :- 98% of in-scope devices replaced; assessment underway for Wi-Fi augmentation of additional areas
- Complete Wi-Fi augmentation (Main Building) :- In procurement
- Continue VoIP phone deployment to remaining users:- reassessing configuration of voice traffic routed through managed firewall
- Replaced Local Area Network (LAN) switches in all buildings:- Switches for datacenter in procurement

Infrastructure – Data Center Status

- Reviewed server architecture plan for technical and budgetary fit
- Explored other architecture options to meet BCCC needs
- Identified hybrid on-premise and cloud configuration that improves operational state and future support of data center
- On premise components leverage Hyper Converged Infrastructure (HCI) technology
- Cloud components leverage virtualized infrastructure for integrated backup and disaster recovery

- **Alternative plan reduces Year 1 costs by \$280k**
- **Reduces recurring costs by \$705k**
- **Implementation expected on time**

Infrastructure – Data Center Next Steps

- Engage Data Center implementation vendor
 - Procure Hyper Converged Infrastructure components
 - Plan and execute Data Center upgrade implementation
-
- Identified hybrid on-premise and cloud configuration that improves operational state and future support of data center:- Research for hybrid (HCI, VMWare and AWS) solution currently underway

Infrastructure - Data Center Costs

Servers/Datacenter OPTIONS	One-Time Outlay			Annual Recurring after Year 1
	Capital Purchase	Services	Year One Total	
Option 1: Prior Recommendation				
Private Cloud Hosting - Managed/Included Support & DR	\$110,451	\$926,367	\$1,036,818	\$926,367
Option 2: New Recommendation				
Hybrid HCI On-Prem/ VMC on AWS Cloud	\$540,000	\$221,000	\$761,000	\$221,000

Financial Aid Management Status

- Continued vendor support for current platform (Regent Carbon) to process applications for 2018-2019 academic year
- Transitioned to modern platform (Regent Award) to allow for processing of applications for 2019-2020 academic year

Regent Award went live on 4/1/2019, currently processing applications in new system

- Migrate to a modern SaaS core business solution to address the operational challenges faced by BCCC.
 - Overall the planning will detail the 32 - 48 month process to launch the following major modules:
 - Student Modules
 - Finance and Business Administration
 - Human Capital Management
- New CIO appointed and additional meetings are being scheduled to continue ERP implementation planning

- Conducted research to find Higher Ed users of SaaS ERP packages
- Conducted business process improvement activities
 - Process measurements efforts
 - Data cleansing and data governance
 - Foster sense of data ownership
 - Build processes to keep data clean
- Reviewed requirements and business practices from prior RFP in support of procurement
- Mapped current systems to potential vendor systems to determine which systems can be retired
- Accelerated efforts with DoIT on procurement and implementation

Core Business Systems Next Steps

- Complete Research
- Determine purchase options for software and services
 - Intergovernmental Cooperative Purchase Agreement (IGCPA/Piggy-back) for software
 - Request for Proposal (RFP)
- Conduct Procurement
- Execute Change Management
 - Begin organizational readiness
 - Identify sponsor coalition and core project team members
 - Conduct User Education
- Capture financial estimates for implementation
- Implement selected software

Combined Projected Costs

The combined projected costs for Infrastructure, Financial Aid Management and Core Business System (ERP) are represented below:

Item	FY19	FY20	FY21	FY22	Total
Financial Aid Management	\$ 809,329	\$ 300,000	\$ 250,000	\$ 250,000	\$ 1,609,329
Infrastructure Phase 1	\$ 1,533,641	\$ 150,000	\$ 150,000	\$ 150,000	\$ 1,983,641
Infrastructure Phase 2	-	\$ 761,000	\$ 221,000	\$ 221,000	\$ 1,203,000
Core Business System (ERP)					
Research & Planning	\$ 470,200	\$ 525,000	\$ 525,000	\$ 525,000	\$ 2,045,200
SaaS Licenses	-	\$ 1,200,000	\$ 700,000	\$ 700,000	\$ 2,600,000
Implementation	-	\$ 2,500,000	\$ 3,000,000	\$ 1,500,000	\$ 7,000,000
Totals	\$ 2,813,170	\$ 5,436,000	\$ 4,846,000	\$ 3,346,000	\$ 16,441,170

- FY19 data as of June 6, 2019
- FY19 Infrastructure Phase 1 includes a BPW approved credit of \$194,217 from DGS for upgrades in the new Administration Wing.
- These numbers represent best-guess estimates until ERP research and planning and support can validate estimates.



Baltimore City Community College

REALIGNMENT TASKS UPDATE

State of Maryland, September 17, 2019

Dr. Debra L. McCurdy, President

Realignment Task #10 Attachments

“Develop or sell all unused or underutilized real estate, including the Inner Harbor site.”

Office of Administration & Finance

- No Exhibits



Baltimore City Community College

REALIGNMENT TASKS UPDATE

State of Maryland, September 17, 2019

Dr. Debra L. McCurdy, President

Realignment Task #11 Attachments

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

Office of Government Relations

- No Exhibits



Baltimore City Community College

REALIGNMENT TASKS UPDATE

State of Maryland, September 17, 2019

Dr. Debra L. McCurdy, President

Realignment Task #12 Attachments

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

President McCurdy & Cabinet

- No Exhibits

Statement on Ransomware

BCCC implemented security related changes in 2016, specifically a crowd sourced, cloud based DNS protection system that, to date, has avoided ransomware attacks on shared resources. Network design that has been implemented inherently separates server traffic from user traffic to mitigate the impact of user-borne malware. Managed firewall, as a part of the FY 2019 infrastructure upgrade, leverages security expertise employed by DoIT and DoIT contractors in accordance with audit mandated firewall rules. Communication with a market leading server virtualization infrastructure vendor has uncovered some access control best practices that are being implemented at BCCC in accordance with principles of least privilege. Server plan integrates additional security measures along with virtualization platform.